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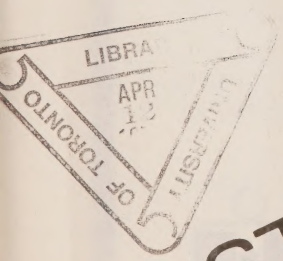
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# CREATING CAREER INSTRUCTOR'S MANUAL



Training Research and  
Development Station

Centre de recherche et de  
développement en formation



# CREATING A CAREER

## INSTRUCTOR'S MANUAL



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Centre de recherche et développement de formation

Manpower and Immigration  
Main-d'œuvre et Immigration

PRINCE ALBERT, SASKATCHEWAN



CREATING  
A  
CAREER  
INSTRUCTOR'S MANUAL

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## FOREWORD

CREATING A CAREER is a curriculum-based vocational guidance program. It has been designed to help young people acquire knowledge and skills in the areas of self-assessment, occupational exploration, career decision-making and job search.

This instructor's manual is one of five published components of the program. The other components include a student's workbook, two small textbooks, and an occupational exploration kit. These are entitled Career Planning and Job Search Workbook, A Career Planning Guide, A Job Search Guide, and Exploring Occupations Kit respectively.

This manual is a detailed guide for managing and conducting the program. Before the two major sections -- Career Planning and Job Search -- an overview is presented. Then, for each unit, the following information is given: objectives, preparation and materials required; procedures with notes, student activities, follow-up activities, and a list of references and supplementary materials where required.

The manual presented here is a revised version of an earlier publication of the same name. It has been developed as a result of evaluating the earlier program which was field-tested in a number of locations across Canada.

The Training Research and Development Station wishes to acknowledge the cooperation and assistance of the following departments who arranged for and conducted these field tests: Department of Education, British Columbia; Department of Advanced Education and Manpower, Alberta; Ministry of Colleges and Universities, Ontario; Department of Education, New Brunswick; Department of Education, Nova Scotia; Department of Education, Prince Edward Island; and Pacific, Prairie, Ontario and Atlantic Regional Offices of the Canada Department of Manpower and Immigration.

The Training Research and Development Station also wishes to acknowledge the assistance of Mr. John Green of Selkirk College, Castlegar, British Columbia, with the job search part of the revised program.

CREATING A CAREER was developed and produced by the Career Development Programs Unit under the direction of Dr. Catherine V. Davison.

Vernon Mullen, Acting Director  
Training Research and Development  
Station, Prince Albert

February, 1976





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# SECTION 1 — CAREER PLANNING

During high school years, young people are expected to formulate career goals. They are also expected to evidence commitment to these goals by either taking further education and training or by taking an entry level job upon leaving school. Despite such societal expectations though, young people who are uncertain about their occupational futures constitute a significant group. For example, the Breton study of Social and Academic Factors in the Career Decisions of Canadian Youth<sup>1</sup> found that over thirty per cent of Canadian high school students, including those at third and fourth year levels, had no occupational preferences. There was also evidence that many more had inappropriate or unrealistic goals.

To understand this important phenomenon, one must necessarily study the factors that appear to hinder vocational decision-making or career development. Accordingly, as a pre-requisite to the development of CREATING A CAREER, theoretical and research literature were reviewed. From this study,<sup>2</sup> three factors were identified: (1) lack of self-knowledge; (2) lack of knowledge of the world of work; and (3) lack of decision-making skills.

This section of CREATING A CAREER is designed to help young people explore who they are, where they are, what the opportunities are, and what is

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<sup>1</sup> Raymond Breton, Social and Academic Factors in the Career Decisions of Canadian Youth, (Ottawa: Information Canada, 1972), p. 17.

<sup>2</sup> Vocational Counseling, (Prince Albert, Saskatchewan: Training Research and Development Station, Department of Manpower and Immigration, July, 1973).



facing them in the future. It is also designed to help them develop the skills required to act upon their knowledge. Without these skills, everything is left up to chance.

In Unit 1, students are given an opportunity to find out what "careers" are like by becoming involved in discussions with retired persons. Here the purpose is to clarify some of the important decisions they will have to make at different stages in life and to show how these decisions are related to one another.

Unit 2 examines what work is like within the context of needs satisfaction. Through group discussion and individual activities, students explore their values and begin to verbalize their expectations from work.

As yet, many students know very little about themselves other than the fact that they feel powerless to deal with the future. Beginning in Unit 3, we attempt to increase their self-knowledge and to provide them with the skills they require to obtain self-information. In this unit, students look at what they need to know about themselves in order to make good decisions. They also identify strategies for acquiring this information. In Unit 4, they gather information by surveying their life's experiences and activities and in Unit 5, they learn more about themselves by completing and interpreting tests, inventories and checklists. Throughout these units, students are encouraged to examine the strengths and weaknesses of the strategies they are using.

In Unit 6, they make themselves ready to search for occupational alternatives using personal descriptors as stimuli. They identify those

descriptions of themselves that will most broaden and most restrict the range of options available to them. They also code information from their tests, inventories and checklists in preparation for using the Exploring Occupations Kit.

During field tests of CREATING A CAREER, concern was expressed over the fact that students leaving the program could never repeat the expanding and narrowing processes accomplished by using the keysort. Accordingly, in this version of the program, they first use their own knowledge base to generate occupational alternatives based on personal descriptors. They then narrow their options by applying their most restrictive descriptions of themselves. Having students do this serves another purpose. When they are later using the keysort, they are able to check on the accuracy of their perceptions of certain occupations.

By the time students have completed Unit 7, they have a manageable list of occupational alternatives but very limited information on them. In Unit 8, they prepare themselves for collecting facts. They examine what they need to find out about occupations in order to make a wise choice. They identify major sources of information and ways of locating them. They also consider the usefulness of information from different sources.

In Unit 9, students locate and collect facts on three of their occupational alternatives. Here again, an attempt is made to simulate the situation that will be facing them when they leave the program. Rather than locating occupational information within the classroom, it is recommended that students go to libraries, career information centres and people

in the community for their facts. When they have located sufficient information on their alternatives, students then have to evaluate each one to determine whether it is likely to give them the satisfactions they expect to receive from working and whether they are likely to be successful in entering and progressing within the occupation. Following this activity, students are involved in individual sessions with the instructor or counsellor. The purpose of these sessions is to help the student assess his/her progress and to determine what his/her next steps are.

Unit 10 examines ways of entering occupations. Depending on the characteristics of your student group, this unit may have to be completed earlier in the program. It may also have to be revised considerably to meet the particular information needs of your students.

Catherine V. Davison  
L. Glen Tippet



**OBJECTIVES**

1. To present an overview of the *CREATING A CAREER* program.
2. To demonstrate that there are certain kinds of decisions that must be made by most people at specific points in their lives.
3. To demonstrate that many decisions influence a person's career.
4. To show students how past, present and future decisions are related to one another.
5. To help students identify personal and environmental factors which influence decisions.
6. To clarify some of the major decisions presently facing students.
7. To discuss with students their feelings about career planning.

**NOTE:** You may wish to use two sessions to complete this unit. In the first session, you could present an overview of the program and familiarize students with materials, etc. In the second session, you could have talks by your resource persons.

**PREPARATION**

1. Review all units in the program so you can answer students' questions about content and processes.
2. Make arrangements for a number of persons who are retired or nearing retirement to visit the class to discuss their careers. It would be preferable to have both males and females represented since the career development patterns of men and women are usually different.
3. Schedule a cassette audio-tape recorder for class use.

**MATERIALS**

None.

**PROCEDURE**

Large group presentation on what *CREATING A CAREER* is like, followed by question and answer period; preparation of class for interviewing guest speakers; introduction and brief talk by each guest speaker, followed by questions and answers; small group sessions for completion of Group Project 1 and 2; large group discussion.

## GUIDELINES

## NOTES

- I. Introduction to CREATING A CAREER.
- II. Question and answer period.
- III. Tell students that they are going to have a chance to examine some other people's careers before they actually begin making plans for their own.
  - A. Go over Group Projects 1 and 2 so they clearly understand what they are expected to do.
  - B. You might also wish to spend some time helping them formulate appropriate questions to ask of resource persons.
- IV. Introduction of guest speakers.
- V. Presentation by guest speakers.
- VI. Question and answer period.

*Your introduction should be directed to 2 main purposes: (1) communicating the content and value of CAC, and (2) giving a clear, concise idea of some of the activities involved so students will know what they are expected to do.*

*This activity is meant to demonstrate (1) some of the critical decision points in life; (2) that many decisions (e.g., about education and training, occupations, jobs, marriage, raising a family, leisure, etc.) influence a person's career; and (3) that many decisions are related to one another.*

*When you contact these persons, show them what students are being asked to do. Have them plan to make brief presentations to the whole class and then to work with a small group.*

*It would be worthwhile recording these presentations for later use.*

## STUDENT ACTIVITIES

- I. Have students complete Group Project 1 -- Describing A Career -- and discuss their statements with the rest of the class.
- II. Have students question the resource person assigned to their group.

When they have obtained sufficient information, they should complete Group Project 2 -- Some Advice on Career Decision-Making -- and discuss their "pointers" with the rest of the class.

*Resource persons should be invited to make comments and suggestions when students are holding their class discussions.*

III. Ask class to identify the various kinds of events, situations or personal factors which may affect a person's career choices and development.

*Examples can probably be taken from the experiences of the resource persons.*

IV. Have class identify some of the major decisions presently facing them.

*They should be able to identify what the decisions are; how critical they are; which ones should be made now and which ones can be delayed.*

V. Have class discuss their feelings about career planning.

*The object should be to find out whether they believe that it is worthwhile to plan for the future, or whether they believe that the future is largely controlled by fate.*

#### REFERENCES AND SUPPLEMENTARY MATERIALS

Breton, Raymond, ed. Social and Academic Factors in the Career Decisions of Canadian Youth, Department of Manpower & Immigration. Ottawa: Information Canada, 1972.

Ginzberg, E. et al. Occupational Choice. New York: Columbia University Press, 1951.

Holland, John L. The Psychology of Vocational Choice. Waltham, Mass.: Blaisdell Publishing Company, 1966.

Kroll, Arthur M. et al. Career Development: Growth and Crisis. New York: John Wiley, 1970.

Peters, Herman J. and James C. Hansen, eds. Vocational Guidance and Career Development: Selected Readings. New York: Macmillan, 1966.

Super, D.E. The Psychology of Careers. New York: Harper and Row, 1957.

Tiedeman, D.V. and R.P. O'Hara. Career Development: Choice and Adjustment. New York: College Entrance Examination Board, 1963.

## OBJECTIVES

1. To elicit general feelings students have about work.
2. To obtain ideas that students have about why people work.
3. To describe the difference between intrinsic and extrinsic reasons for working.
4. To help students compare their ideas of why people work with actual statements made by workers.
5. To explore with students the satisfactions they hope to obtain from work.

## PREPARATION

1. Invite 4 or 5 workers in different occupations to take part in a panel discussion on their feelings about work. You could have persons within the school on this panel if resource persons from the community are not available -- e.g., teacher, counsellor, custodian, cafeteria worker, librarian, bus driver, secretary, principal.
2. Make arrangements to have a table at the front of the classroom with an appropriate number of chairs for panel members and yourself.
3. Prepare a list of questions you want panel members to consider.

## MATERIALS

List of questions for panel members.

## PROCEDURE

Introduction to unit, followed by completion of Individual Project 1 by students; class discussion of feelings about work; small group sessions to explore reasons for working, followed by general class discussion; presentation by panel members; completion of Individual Project 2.

## GUIDELINES

## NOTES

- I. Briefly explain purpose of this unit to the class.

*People differ in their feelings about work and in the kind of satisfactions they find in working. This unit provides students with a chance to consider what work means to them, as well as to*



*find out about the role it plays in other people's lives. Emphasize that it is important to know what you want from work before you begin exploring occupational possibilities.*

II. Ask each student to complete Individual Project 1, "How Do You Feel About Work?"

III. Hold class discussion on responses to the checklist in Individual Project 1.

*Encourage students to provide evidence or reasons to support their positions.*

IV. Divide class into small discussion groups.

A. Have each group list in order of importance the reasons why they think people work.

B. A representative from each group should write the completed list on the board.

*Cross out duplications and develop one composite list. Use group consensus to rank order the new list.*

C. Describe to the class the difference between intrinsic and extrinsic reasons for working.

*Do not evaluate these reasons but merely indicate that they are different.*

D. Have students classify the "Reasons People Work" list into intrinsic and extrinsic reasons.

*Leave list on chalkboard for later use.*

V. Introduction of panel members.

*Prior to their arrival, some time should be spent discussing questions that students must ask.*

VI. Presentation by panel members.

*They should be asked to discuss the major reasons why they work. (A good way to approach this topic is to have members respond to the list developed by students). They should also be asked to describe*

features of their work that they find satisfying and dissatisfying, and how their feelings about work have changed since they first became employed.

As moderator, your duties are:

1. to ask questions of panel members and to secure participation from all of them. You are not to contribute your own ideas.
2. to clarify issues as required.
3. to request students to ask questions of panel members and to make comments as desired.
4. to summarize the major contributions of panel members.

VII. Summarize unit by pointing out that each person has to determine his/her own values, needs and reasons for working. These are varied and changing for everyone.

#### STUDENT ACTIVITIES

- I. Have students complete Individual Project 2, "What Satisfaction Do You Expect From Work?"

#### REFERENCES AND SUPPLEMENTARY MATERIALS

- Super, Donald E. Work Values Inventory Manual. Boston: Houghton-Mifflin, 1970.
- Borow, H., ed. Man In A World At Work. Boston: Houghton-Mifflin, 1964.
- Personnel and Guidance Journal articles which review research about job satisfaction.

## OBJECTIVES

1. To explore with students the different types of information they should have about themselves in order to make a satisfying occupational choice.
2. To discuss with students three strategies for gathering self-information: personal inventories of their life's experiences and activities, talking to others who know them well, and taking tests.
3. To help students evaluate the strengths and limitations of each strategy for gathering self-information.

## PREPARATION

1. Obtain sufficient copies of occupational descriptions (e.g., briefs, monographs, etc.) for each class member to have one.
2. Duplicate sufficient copies of "The Stars and Your Work Future" for each class member to have one. (The text is given on the following pages.)

## MATERIALS

1. Copies of occupational descriptions.
2. Copies of "The Stars and Your Work Future".

## PROCEDURE

Large group presentation on the importance of self-knowledge in decision-making; students read occupational descriptions and from them identify different kinds of self-information they need in order to make an occupational choice; large group discussion on strategies for self-exploration, including strengths and weaknesses of each one.

## GUIDELINES

- I. Brief discussion on the importance of self-knowledge in decision-making.

## NOTES

*It is very difficult to make a satisfying choice unless you know:*

- 1. what you want or what is important to you (your values);*
- 2. what you are capable of doing;*
- 3. what you are willing to do in order to get what you want.*

II. Have students read descriptions of occupations. Next, ask them to identify the different types of information they should have about themselves before making an occupational choice.

*Put their suggestions on chalkboard. They could be categorized under the three headings listed above. For example:*

*WHAT YOU WANT -- interests, preferences for certain physical activities, values, etc.*

*WHAT YOU CAN DO -- abilities, level of education, etc.*

*WHAT YOU ARE WILLING TO DO -- take some training, etc.*

III. Discuss strategies for gathering self-information.

*Begin by pointing out that throughout history people have been interested in learning about themselves. They have used many methods of analysis: ancient Greeks and Romans looked to the stars, Indians to tea leaves, Chinese to tarot cards, Freud to dream interpretation.*

A. Have students read descriptions of themselves given under their star sign.

*Encourage them to discuss their findings and determine whether they are satisfied with this means of learning about themselves.*

B. Ask students to suggest better strategies for learning about themselves.

*Make certain that the three major strategies are discussed: (1) talking to people who know them well; (2) making a personal inventory; (3) taking tests.*

C. Have students present their ideas on the strengths and weaknesses of each strategy.

*Suggestions for guiding discussion are given in Chapter Four, A Career Planning Guide. Sum up by pointing out that you cannot find out everything about yourself that will be important for the future -- but you can find out enough to begin searching for your life's work.*

IV. Introduce topic of next unit.



## THE STARS AND YOUR WORK FUTURE

**ARIES** (March 21 - April 20). Work which requires lots of mental and physical activity and a chance to be creative appeals to Arians. They are self-starters. They also like to manage, supervise and direct others, but they have to be careful not to appear too bossy when they are giving orders. Because of their initiative and internal drive, Arians make successful innovators and entrepreneurs. But they should be warned. Their initial enthusiasm may slacken and cause their enterprise to fail if they become bored with it. Occupational suggestions include designing merchandise, engineering, creating fashionable clothes and hair styles and modelling them, selling, decorating, landscape design, architecture, and jobs in radio and television which require "get up and go".

**TAURUS** (April 21 - May 21). Security is the prime motivation of Taureans. Many born under this sign prefer unexciting and even boring jobs, as long as they are well paid. They also like to work in a pleasant physical and social environment, doing things that don't require much physical activity. Perhaps by conserving their energy, Taureans are able to project a sense of well-being to others, a power which makes them excellent physiotherapists, nurses, chiropractors, manicurists, and veterinarians. Their minds make them good accountants, bank tellers and handlers of money. And because many have good voices, they often make excellent telephone operators and receptionists. Taureans should be able to find satisfying careers in banking; in retail sales for specialties such as jewellery, dresses, flowers, musical instruments and various luxury items; in real estate, stock broking and investments; in work as beauticians and cosmeticians; in restaurants and catering; and in farming.

**GEMINI** (May 22 - June 21). People born under the sign of the twins need the dual stimuli of variety and change. They are ambitious, but mobility and the opportunity to see and learn new things are their guiding lights. Geminians often use one job as a means of getting a better one, and they may even work at two jobs at once. Not for them is the long-term, secure job with a safe pension at the end. Variety and mobility is provided for a Geminian in all kinds of jobs which involve travel or communications: as salesperson; travel consultant; truck or bus driver; member of an airline, train or steamship crew; operator of telecommunications systems. Other job possibilities are clerk, secretary, typist, actor or entertainer, teacher, demonstrator, journalist, broadcaster, disc jockey, researcher, opinion surveyor, etc.

**CANCER** (June 22 - July 23). Cancerians take pride in the belief that they understand public needs. They derive great satisfaction in life from feeling that they are reaching out and serving the public around them. Jobs which give a good "public image" are excellent for Cancerians: in orphan and child care, nursing, taking care of the aged and crippled, family planning and pre-natal clinics, and in other social services. In addition, because they can feel the pulse of the public, they make good politicians and popular entertainers as actors and actresses, singers, and writers of fiction or popular literature for the newspapers and magazines. Knowing what the public wants also makes them good shopkeepers and keepers of restaurants with the "right" menu and the "right" atmosphere to attract people. A "water connection" for people born under this sign makes them suitable for jobs involving liquids: at dairies, swimming pools and water resorts, in laundries, breweries, distilleries and chemical plants, and as bartenders.

**LEO** (July 24 - August 23). Leos are "executive types". They are very capable of selling themselves and operating effectively at high levels. They also make good managers, since they are able to grasp the overall nature of problems, give clear directions to subordinates, and play the "senior" role effectively. Leos do well in the luxury trades, in banking, in the top levels of show business, in the public service and in creative work, where good social connections may be more important than what they know. Their self-confidence and good ability to organize will make them successful stock brokers, high level salespeople, and designers of clothes, jewelry, theatre and opera sets, and window displays. Leos also make good arrangers and consultants for exhibitions, beauty contests and fairs, head waiters and head waitresses, receptionists, stewards and stewardesses, hosts and hostesses, models, demonstrators, bingo callers and circus performers.

**VIRGO** (August 24 - September 23). Virgoans have an interesting combination of characteristics. Because they have good finger dexterity, they like to do work that is precise, exact, and fine even if it becomes routine and tedious. But they also like to serve others. They are careful, conscientious workers with a high sense of responsibility. Virgoans gain satisfaction from research, technical instruction, teaching, programming computers, running precision machinery and dealing with precision instruments, veterinary work, and in dress-making, nursing, writing manuals and instructional materials, craftwork and the skilled manual trades. Their desire to serve others also makes them good dieticians, beauticians, hairdressers, masseurs and masseuses, careers advisers, personnel officers, librarians, and workers in all kinds of clinics and hospitals. Virgoans are also effective at managing small shops, working as publicity agents, and serving in the news media as writers, reporters, editors and production personnel.



**LIBRA** (September 24 - October 23). People born under this sign require a good working environment and pleasant colleagues. Most Librans have considerable charm and easy social graces, and they dislike crudity, dirty stories, bad language and embarrassing situations. Good relationships with other people are important to Librans, and most Libran girls put marriage higher on their scale of values than a job. They want to be loved. With good tact, good judgement, and a balanced ability to see both sides in an argument, Librans are capable counsellors, especially in dealing with interpersonal problems. Sometimes they are competent in mathematics and work which requires precision. With these characteristics, a Libran will probably do well in office jobs as a secretary, receptionist, personal assistant, accountant, or statistician; in artistic work as an interior decorator, designer, artist, florist, or fashion editor; in entertaining as a skater, ballet dancer, actor or actress; and as a marriage counsellor, escort, model, architect, or lawyer.

**SCORPIO** (October 24 - November 22). Work presents a challenge to Scorpios. Job satisfaction is more important than pay. But because they work so hard, they are usually highly paid as well. Scorpios put their hearts into their work. They drive themselves. They also drive others to do the best job possible. They want something to fight for, a difficulty to be overcome, a problem to be solved. Most Scorpios prefer to work independently. They may accept general directions from superiors, but they want to work out the details by themselves. They are ready to accept the consequences of their work: either praise or blame. With keen powers of observation, a strong personality, a quiet manner and a natural reticence about themselves, they easily gain the confidence of others. The Scorpio sign reveals also an affinity with sex and death. Scorpios can use these characteristics in chemical and mechanical engineering, in medicine as a doctor, nurse or surgeon, or in other scientific jobs; in investigations of any kind as an insurance adjuster, police detective or secret agent; in high-level entertainment; and in statistical and scientific research.

**SAGITTARIUS** (November 23 - December 21). To talk freely, to keep active, especially outside in the open air, and to meet friendly and like-minded people in changing situations are necessities for most Sagittarians. They require work goals which motivate them. Routine jobs just do not stimulate their best efforts. People born under this sign enjoy work in advanced education, religion and publishing. Their need for activity also leads them naturally into competitive sports, sailing, riding and exploration. Outdoor work of any kind challenges Sagittarians: environmental control and conservation, wild life study, work in national parks and zoos, and recreational pursuits. Naturally talkative and able to express themselves well, they make good teachers, lecturers, salesmen, clergymen, entertainers and politicians. Other related jobs may be in journalism or publishing as an author, reporter, editor, interviewer or broadcaster; in active work with animals, especially with horses, as a trainer, rider or groom; in work with other languages and cultures as an anthropologist, interpreter, linguist, travel courier or consultant, crew person on a ship or plane, or member of an adventure expedition.

**CAPRICORN** (December 22 - January 20). Capricorns are ambitious. Capricorns are also hard workers who are dependable, reliable and determined to forge ahead on their own merits. Given prospects of promotion or advancement, they are willing to "work up the ladder", even in jobs considered routine and boring. Most Capricorns are an employer's delight. They readily accept responsibility, they are punctual, and they don't jump from one job to another. However, they may be lacking in creativity, and they may resent innovation. Capricorns are conscious of their abilities, and they like to get credit for them. They also like to get credit for their shrewd pragmatism. They make excellent workers in all kinds of business and commerce, from salesclerk to manager, and they are found at all levels of government service, both provincial and federal. In addition, Capricorns work successfully in real estate, insurance, manufacturing, and they are good caretakers, security guards, stocktakers and stock keepers, and workers with records and files. With orderly minds and a penchant for collecting, they may also make good dealers in stamps, coins, antiques, etc.

**AQUARIUS** (January 21 - February 19). People born under this sign are likely to be modern-minded and up-to-date, with a flair for mechanical and electronic gadgetry. They tend to be enthusiastic about new political, social and religious ideologies, as well as progressive educational methods. A concern with principles motivates them. Therefore, Aquarians find deep satisfaction in working with others and for good causes. They also make good actors, especially in the modern media. With these characteristics, their best fields are in television and radio drama and advertising, visual education, "nouveau" art, electronics, aviation, and jobs involving public contact. Possible occupations which would be satisfying to Aquarians are: entertaining and broadcasting in various media; producing graphics, writing, and designing materials for advertising and publishing; lecturing; interviewing and conducting consumer surveys and market research; working in community relations, community planning, and local government councils; setting up displays and providing information in museums, art galleries, and public information centres.

**PISCES** (February 20 - March 20). Pisceans need emotional involvement to be happy in their work. Because of a need for close human relationships, they find satisfaction in jobs where they can provide personal service, such as in catering or hairdressing. They also enjoy jobs where self-sacrifice may be needed for helping others in a religious or social way. For example, they often work in hospitals, social work and correctional and religious institutions. They may deliberately seek employment at a lower level than their capabilities would indicate, and they will be happy even though they know they may earn more in other occupations. A conflict between "the two fishes swimming in opposite directions", the need to get away from it all and at the same time to be involved with others, may cause uncertainty and indecision in choosing their occupations. Change and variety in work may be essential. Pisceans have good latent artistic ability and imagination and a great pool of compassion, understanding and sympathy for others. But they may need to be nagged into full use of their talents. Pisceans should do well in nursing, film-making, entertaining, photography, social welfare services and counselling.



OBJECTIVES

1. To discuss with students the effects of past experiences on the development of a person's self-picture.
2. To help students identify hereditary and environmental factors that have shaped them.
3. To participate with students in an analysis of present and future roles.
4. To assist students in preparing a personal inventory based on their interests, performances and behaviours in past activities.
5. To help students identify goals for their growth and suggest some ways of moving toward these goals.

PREPARATION

It may take more than one class session for students to complete this unit. It should be done thoroughly as the information can be used throughout the career planning process. In order to be able to help students with their personal inventories, you should do one of your own.

MATERIALS

1. 3" x 5" index cards.
2. Looseleaf paper for personal inventories.

PROCEDURE

Large group presentation on what people can learn about themselves by reviewing past experiences; completion of Individual Project 1; large group presentation on role analysis, followed by completion of Group Project 1; introduction and demonstration on doing a personal inventory; completion of Individual Projects 2 to 6 by students; large group activity in which students present the information they compiled in Project 6, and help one another identify occupations they might consider; completion of Individual Project 7.

GUIDELINES

NOTES

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>I. Explain how a study of past influences can help people understand themselves better.                     <ol style="list-style-type: none"> <li>A. Briefly discuss the 3 aspects of a person's self-picture.</li> <li>B. Identify hereditary and environmental factors that influence a person's development.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. <i>It enables them to see why they behave and think as they do.</i></li> <li>2. <i>It enables them to identify aspects of themselves that they can and cannot change.</i></li> </ol> |
|--|--|

- II. Have students complete Individual Project 1 -- Defining Who You Are.
- III. Explain how a study of roles can help people understand themselves better.
- IV. Have students complete Group Project 1 -- Role Analysis.
- V. Explain the purpose of doing a personal inventory.
- VI. Demonstrate how to do a personal inventory.
- VII. Discuss uses of information from personal inventory in other parts of the program.
- Some students may feel threatened by this activity. Assure them that the information is only to be shared with someone whom they trust.*
1. *It enables them to discover ways of behaving that they have found both satisfying and unsatisfying.*
  2. *It gives them a chance to look at changes that will be occurring in the next few years, i.e., some roles will be discarded, Some will become less important, new ones will be assumed.*
- You should take part in this activity with the students and model the procedure to be used for each segment of the role analysis.*
- Stress the fact that it is difficult to search for occupations unless you know what you want and what you are capable of doing. By doing a thorough analysis of themselves, students are less likely to end up in work for which they are not suited.*
1. *For each of the tasks (Individual Projects 2-6), have students in the class give you an example of something they have done and thoroughly explore it.*
  2. *The importance of a written analysis should be stressed, but students should be encouraged to use short phrases and single words wherever possible.*
- E.g., determining goals, determining accuracy of results of aptitude tests and inventories, searching for occupational possibilities, evaluating alternatives and deciding.*

## STUDENT ACTIVITIES

- I. Have students complete Individual Projects 2 to 6.
- II. Have students take turns describing the information they compiled in Project 6, and help one another identify occupational possibilities.
- III. Explain that the results of their personal inventories can be used to set goals for growth. They can also suggest some ways of moving toward their goals.
- IV. Have students complete Individual Project 7 -- Setting Goals.
- V. Summarize major activities undertaken in this unit and briefly introduce subject of the next unit.

*Students should be encouraged to check their work on each project with you and their classmates. Those who complete the projects first should be assigned the task of helping others.*

*Only do this activity if students want to share information on themselves with one another.*

*E.g., they may want to develop further their outstanding abilities and strengthen themselves in areas where they are weak; they may want to change some of their ways of behaving if they are not consistent with the kind of person they want to be; they may feel that they need to broaden their interests before they decide on an occupation, etc.*

## REFERENCES AND SUPPLEMENTARY MATERIALS

Cosgrave, Gerald. Career Planning, Search For A Future. Revised Edition. Toronto: Guidance Centre, University of Toronto, 1973.

## OBJECTIVES

1. To explain and give examples of the following factors used to describe occupational qualifications in the Canadian Classification and Dictionary of Occupations: interests, data-people-things, temperaments, physical activities, environmental conditions, aptitudes, general education development and specific vocational preparation.
2. To answer questions students may raise as they complete the tests, inventories and checklists described in this unit.
3. To help students convert their scores on the GATB to the same levels used to describe occupational qualifications in the CCDO.
4. To help students determine their present and projected levels of general education development and specific vocational preparation from tables in the CCDO.

## PREPARATION

1. Make arrangements for a trained and qualified person to administer and score the General Aptitude Test Battery. The test administration time is about 2-1/2 to 3 hours. Students should be in good health and well rested for the test. This test should be completed before beginning this unit.
2. Obtain sufficient copies of the Canadian Occupational Interest Inventory for all students in the class.
3. Make brief notes on each of the factors used to describe occupational qualifications in the CCDO. Most of the information you will need is contained in Chapter Six, "Exploring Self in Relation to Occupations", in A Career Planning Guide.

## MATERIALS

1. The Canadian Occupational Interest Inventory test booklets, answer sheets, profile sheets and scoring key.
2. The Canadian Classification and Dictionary of Occupations, Volume 2.

## PROCEDURE

Large group presentation on purpose of unit; explain factors used to describe occupational qualifications in the CCDO one at a time and have students complete appropriate inventory or checklist (Individual Projects 1 to 8).



## GUIDELINES

- I. Brief presentation on purpose of unit.
  - A. Students will be using another strategy to learn about themselves.
  - B. This time the focus will be on describing themselves as workers.
- II. Introduce work activity interests as the first thing to be studied.
- III. Completion of COII and checklist by students (Individual Project 1).
- IV. Discuss Data-People-Things as a way of describing the work involved in different occupations.

## NOTES

Explain that each person has a unique pattern of traits -- e.g., interests, abilities, temperamental qualities -- which makes up their personal profile. Similarly, each occupation has a pattern of traits that is required of those who work in it. These are described in occupational qualifications profiles in Vol. 2, CCDO. In this unit, students are going to do some tests, inventories and checklists. From the results, they will be able to develop a profile which describes them in the same terms employed in the CCDO.

Throughout this unit, your procedure should be the same: (1) define the trait or work characteristic; (2) describe its role in making an occupational choice; and (3) discuss each of its descriptors. Have students provide examples wherever possible.

1. Students should be shown how to score the COII and record the results on the COII profile.
2. They should compare their COII profile with the checklist they complete. The results should be the same.
3. Students should also compare their responses in this project with the results of their personal inventory in Unit 4. If they note real inconsistencies, they should discuss them with you.

The main idea should be that all work requires some involvement with data, people or things. But

*the level of involvement varies considerably from occupation to occupation. Have students provide examples.*

- V. Completion of Data-People-Things Checklist by students (Individual Project 2).
- VI. Introduce temperaments as the next personal trait to be studied.
- VII. Completion of Temperaments Checklist by students (Individual Project 3).
- VIII. Discuss the role of physical activities in the context of choosing an occupation.
- IX. Completion of Physical Activities Checklist by students (Individual Project 4).
- X. Introduce environmental conditions as another factor to be considered in choosing an occupation.
- XI. Completion of Environmental Conditions Checklist by students (Individual Project 5).
- XII. Describe the eleven aptitude factors presented in the CCDO.

*Students should consider physical activities in two ways: (1) the kind they would like to do; and (2) the kind they are capable of doing.*

*Emphasize the importance of students being realistic about the kinds of physical activities they could tolerate as part of a regular job.*

*Students should also consider environmental conditions in two ways: (1) the kind they would like to work in; and (2) the kind they are capable of working in.*

*If you have not already done so, take some time at this point to discuss with students exactly what tests can and cannot do. Many students are extremely nervous about getting back their test results.*

XIII. Give students their sheet of raw scores from the GATB.

XIV. Explain how to convert raw scores to the levels used in the CCDO.

*Time should be spent with each student to make sure that they understand what their results mean. Encourage them to compare their GATB results with past performances in their personal inventories.*

XV. Have students complete the Aptitudes Checklist (Individual Project 6).

XVI. Define General Education Development and discuss its role in occupational choice.

XVII. Have students determine their present and projected GED levels through the use of tables (Individual Project 7).

*Provide assistance as required to evaluate particular situations.*

XVIII. Define Specific Vocational Preparation and discuss its role in occupational choice.

*Briefly describe the ways in which education and training can be acquired. A complete unit is devoted to this topic near the end of this section of the program.*

XIX. Have students determine their present and projected SVP levels through the use of tables (Individual Project 8).

XX. Briefly summarize what students have learned about themselves in this unit and introduce subject of next unit.

*Go over the strategies for collecting self-information that students have used. Ask them to assess which ones provided them with the most useful information on themselves.*

#### REFERENCES AND SUPPLEMENTARY MATERIALS

##### Manual for the General Aptitude Test Battery:

Section I: Administration and Scoring.

Section II: Norms, Occupational Aptitude Pattern Structure.

Section IV: Norms, Specific Occupations.

OBJECTIVES

1. To help students categorize all self-information they have gathered under three headings: (1) what I want from work; (2) what I am capable of doing; and (3) what I am willing to do.
2. To assist each student in identifying those personal descriptors that will provide him/her with the largest number of occupational possibilities and those that will most restrict his/her range of alternatives.
3. To assist each student in determining the order in which s/he will manipulate his/her self-information when s/he is searching for occupational possibilities.
4. By using the keysort, to demonstrate what happens when people manipulate their self-information in different ways.
5. To assist students in coding some of their self-information using the numbering and lettering system employed in the CCDO.
6. To help students interpret occupational qualifications profiles which include descriptions of interests factors, temperaments factors, environmental conditions, physical activities, general education development, specific vocational preparation and aptitudes.

PREPARATION

1. Review the work students have done in Units 2, 4 and 5 so you can help them categorize their self-information.
2. Locate some occupational qualifications profiles to use when you are helping students learn how to interpret them.
3. Prepare a profile of an imaginary person. Practice manipulating this person's personal descriptors in different ways using the keysort. Your objective will be to demonstrate to students that their alternatives can be severely restricted, depending on the descriptors they use when they are initially exploring occupations.

MATERIALS

1. Canadian Classification and Dictionary of Occupations, Vol. 1 and Vol. 2.
2. Canadian Occupational Groups.
3. Exploring Occupations Kit.



## PROCEDURE

Large group presentation on purpose of unit, followed by activity in which students sort the information they have collected on themselves; keysort demonstration; completion of Individual Project 1 by students; large group discussion on coding information, followed by completion of Individual Project 2; large group discussion on interpreting occupational qualifications profiles, followed by completion of Individual Project 3.

## GUIDELINES

- I. Brief introduction on the purpose of this unit.

## NOTES

*Students have collected a lot of information on themselves in previous units. They should now know (1) what they want from work; (2) what they are capable of doing; and (3) what they are willing to do in order to realize their goals.*

*In the next unit, they are going to use their self-descriptors to generate occupational alternatives. They will be doing this in two ways: (1) by using their present knowledge base; and (2) by using a keysort.*

*Before they can do this, however, some preparation is required: (1) they have to organize their information; (2) they have to code some of it so they can use the key-sort; and (3) they have to learn to interpret occupational qualifications profiles.*

- II. Have students prepare a complete list of all the different kinds of information they have collected on themselves.

*Write the three categories listed above on the chalkboard. Have students go over Units 2, 4 and 5 and pick out appropriate descriptions of themselves to fit into each of these categories. Leave this information on the board. Students will be referring to it at later stages in the program.*

III. Have students list the personal descriptors that will most broaden and most restrict the occupational alternatives available to them (Individual Project 1).

*This list can vary considerably from student to student. For example, many students will be limited by their aptitudes when they are making an occupational choice. But students with very high scores will not be. They may be limited by their interests.*

IV. Present the profile of an imaginary person and show how his/her alternatives may be severely restricted if s/he manipulates the wrong kind of self-information initially.

*There is no need to show which specific occupations fall out when you key-sort. Merely count the number that fall out each time.*

#### STUDENT ACTIVITIES

I. Have students place their personal descriptors in the order in which they wish to manipulate them (continuation of Individual Project 1).

*Discuss each student's completed list with him/her and suggest changes where appropriate. Keep stressing the fact that their objective will be to explore occupations widely before beginning to narrow their range of choices.*

II. Brief discussion on how to code the personal information collected in Unit 5.

*Emphasize the importance of being accurate. If students make mistakes in coding, they will end up matching their profiles to those of occupations for which they are not suited.*

III. Have students code their self-information on their personal profile forms (Individual Project 2).

IV. Show students examples of occupational qualifications profiles and interpret a couple of them together.

*Use profiles of occupations with which students are familiar.*

V. Have students practice interpreting occupational qualifications profiles (Individual Project 3).

*When students are able to accurately interpret profiles, they should compare theirs with those of some occupations in which they are interested. Help them locate these occupations in the CCDO or COG.*

VI. Summarize this unit and introduce topic of next one.

## OBJECTIVES

1. To review the steps involved in choosing an occupation, noting particularly the ones that students will be doing in this unit.
2. To outline the tasks involved in identifying, evaluating and selecting alternatives based on one's own knowledge of occupations.
3. To emphasize the importance of having adequate, relevant information on the world of work.
4. To demonstrate how to use the Exploring Occupations Kit by doing a complete sort for an imaginary person.
5. To demonstrate how to use Volumes 1 and 2 of the Canadian Classification and Dictionary of Occupations and Canadian Occupational Groups.
6. To supervise students when they are searching for occupational alternatives using the Exploring Occupations Kit.

NOTE: This is a very difficult session to manage. When students are using the Exploring Occupations Kit, only six are involved at any one time. What you could do is make arrangements for the librarian or someone else to conduct several tours to show students where occupational materials are located and how to gain access to them. In the next unit, they are going to be getting ready to do a detailed study of some of their occupational alternatives.

## PREPARATION

1. If possible, obtain extra copies of Volumes 1 and 2 of the Canadian Classification and Dictionary of Occupations for use during the next few sessions. Often, local Canada Manpower Centres have additional copies that you can borrow for a short time.
2. Practice using the Exploring Occupations Kit. You should do several complete sorts with a different ordering of personal descriptors each time. This will give you a good idea of what is likely to happen when students are using the kit.
3. Prepare a profile to use when you are demonstrating how the Exploring Occupations Kit works.

## MATERIALS

1. Canadian Classification and Dictionary of Occupations, Volumes 1 and 2.
2. Canadian Occupational Groups.
3. Exploring Occupations Kit.
4. Extra needles for keysorting (knitting needles, nails or poultry skewers will do).

## PROCEDURE

Large group presentation on the process of choosing an occupation; completion of Individual Projects 1 and 2, followed by large group discussion; demonstration on using Exploring Occupations Kit; demonstration on how to use the CCDO and COG; completion of Individual Project 3; summary discussion on what was done in this unit.

## GUIDELINES

## NOTES

- I. Review steps involved in choosing an occupation.

*Students have studied themselves. They know what they want from work, what they are capable of doing and what they are willing to do. They are now ready to begin their search for occupational alternatives.*

*First, students will broadly explore occupations. Their objective will be to produce a large list of alternatives. Then they will gradually begin to narrow their options. In this unit, they will use personal descriptors to generate alternatives. They will also use them in evaluating alternatives.*

*Later, students will study in detail the occupations that most interest them.*

- II. Have students complete Individual Project 1 -- Using Personal Knowledge of Occupations to Identify Some Alternatives.

*When students have finished the program, they should be able to repeat the procedures used here. Many of them will not have access to an occupational exploration system again. They will have to search for alternatives and evaluate them by themselves. This is one reason why this project has been included here.*



III. Have students complete Individual Project 2 -- Identifying Problem Areas.

IV. Demonstrate use of the Exploring Occupations Kit.

*This can serve as a stimulus for discussing the importance of broadening one's awareness of opportunities. Students should be aware of the variety of occupations and educational and training programs available to them. They should also know what each offers and requires for entry and successful performance.*

1. *Explain the similarities between what students did in Individual Project 1 and what they will be doing when they use the kit.*
2. *Pass cards around so students can see the kind of information they contain and how they are notched.*
3. *Write the order in which you are going to manipulate personal descriptors on the chalkboard. Also write down the code numbers you will be using.*
3. *When you have obtained your base set, show students what it is like. Put the remaining cards in the kit out of the way.*
4. *Whenever you decide to discard alternatives, give a reason for doing so.*
5. *Try to end up your sort with a dozen or more alternatives.*
6. *Record your remaining alternatives on the chalkboard. Write the name of the occupational group and its unit group code number. Show students where this information is located on the card.*

V. Demonstrate use of Volumes 1 and 2, CCDO and COG.

*This demonstration can be centered around locating information on one of the alternatives you obtained when you used the key sort.*

Also show students how to locate information using the industry and alphabetical indexes.

## STUDENT ACTIVITIES

- I. Have students prepare themselves for using the keysort. Directions are given at the beginning of Individual Project 3 -- Using an Occupational Exploration Kit to Identify Alternatives.
- II. Have each student search for occupational alternatives using the Exploring Occupations Kit.

*For some students, the keysorting process merely confirms what they already knew about their occupational alternatives. For others, it serves as a reality check. They find out that they did not have very accurate information on some occupations.*

1. *Students should work in groups of six. The student who is searching for alternatives should direct his/her classmates on how s/he wants the sorting done. By doing this, the sorting process will be quicker. At the same time, students who are doing the sorting often come across alternatives they had not previously considered. It has also been found that students exchange a lot of valuable information with one another when they do keysorting in this manner.*
2. *Ideally, students should write down the alternatives they identify using each personal descriptor. But experience has shown that they will not do this. Only insist that they record the alternatives they have at the completion of the sorting process.*
3. *When the student has obtained his/her base set, put the remaining cards out of the way.*

4. *Students should be encouraged to state their reasons for eliminating alternatives as they proceed.*
5. *When all students in the group have finished their search for alternatives, they should begin to look up information in the CCDO and COG.*

III. Summarize what students have done in this unit and introduce the subject of the next one.

#### REFERENCES AND SUPPLEMENTARY MATERIALS

Training Manual for the Canadian Classification and Dictionary of Occupations.  
A Self-Instructional Manual. Ottawa: Programmed Learning Section, Staff  
Training Division, Department of Manpower and Immigration, July 1972.

## OBJECTIVES

1. To review the steps involved in the process of choosing an occupation, noting particularly the ones that students will be completing in the next unit.
2. To help students outline the different kinds of information they need to gather in order to determine (1) probable satisfactions and (2) likelihood of success in an occupation.
3. To assist students in developing a basic list of questions to ask when they are gathering occupational information.
4. To guide students in identifying "people" and "media" sources of information on occupations.
5. To point out the advantages and disadvantages of consulting different "people" and "media" sources when one is looking for occupational information.
6. To discuss the major ways of locating occupational information.
7. To provide students with examples of different kinds of published occupational materials and help them assess their accuracy and completeness.
8. To show students where occupational materials are kept in the school and how to gain access to them.

NOTE: Three class sessions could be used to complete this unit. In the first one, students could look at the kind of information they need to collect. In the second one, they could examine where and how to collect information. In the third session, they could tour the facility in which your occupational materials are kept.

## PREPARATION

1. Locate examples of different types of occupational materials for students to examine and evaluate in class.
2. Make arrangements for the librarian or person in charge of your career information centre to conduct tours with small groups of students.

## MATERIALS

1. Occupational information materials.
2. Film or slide projectors to show occupational information if required.



## PROCEDURE

Large group presentation on what students are going to be doing in this unit; large group activity in which students develop an outline and questions to ask when seeking occupational information; large group discussion on sources of occupational information, followed by small group activity in which students evaluate some materials; large group discussion of outcomes of Group Project 1, followed by summary of unit; student tours of library or career information centre.

## NOTES

## GUIDELINES

- I. Review steps involved in the process of choosing an occupation.
- II. Explain what students are going to be doing in this unit:
  - A. They will be determining WHAT they need to find out about occupations.
  - B. They will be determining WHERE and HOW to locate occupational information.
  - C. They will also be learning HOW to evaluate their information when they get it.

*Students have learned about themselves. They have broadly explored available opportunities and selected those alternatives that most interest them. Now, they must collect adequate, accurate facts about their alternatives in order to later evaluate them in terms of probable satisfaction and success.*

*This unit and the next one are very important ones for helping students develop information-seeking skills. Students do not make effective use of occupational information sources because they are neither motivated to use them nor skilled in doing so. They need to know what information they want, where to get it and what to do with it when they get it.*

## STUDENT ACTIVITIES

- I. Have students develop an outline of the different kinds of information they need to gather on occupations.

*Students have been directed to do this task as personal preparation for the class. They have been told to think about the kind of information they will need to gather in order to determine (1) their probable satisfaction with an occupation; and (2) their likelihood of success in it. Use*

- II. From the outline developed, have students prepare a consistent list of questions to ask when they are seeking occupational information. (Individual Project 1)

- III. Have students prepare a complete list of the major sources of occupational information.

- IV. Discuss major advantages and disadvantages of consulting different "people" and "media" sources.

- V. Again, using the list of major sources of information as a stimulus for discussion, students should examine WHERE and HOW to locate information.

*these same two categories when you are classifying the information on the chalkboard.*

- 1. In career planning, information gathering is an on-going process. As students get more information and more experience, they will view their worlds differently. Their needs will change. They will ask different questions, for they will be seeking different answers. So it is important for them to learn information-seeking skills.*
- 2. Students should ask the same questions about each occupation when they are seeking information. If they don't, they will find it very difficult to later evaluate their alternatives.*

*These can be categorized into "people" and "media" sources. Put students' suggestions on the chalkboard and leave them there for use in the next activities.*

*Most of the discussion should centre around biases in information collected from different sources.*

*There undoubtedly will be some overlap in the discussion here but the following examples may help to guide your exploration:*

*WHERE: school library, public library, Canada Manpower Centre, union or government office, plant, etc.*

*HOW: reading, writing, interviewing, observing, attending Career Days, trades fairs, plant tours, doing simulations, on-the-job experience, etc.*

- VI. Give students examples of different kinds of published materials (e.g., monographs, abstracts, recruitment literature, films, etc.). They are to determine the accuracy and completeness of the information contained in them. (Group Project 1)
- VII. Discussion on students' evaluation of materials.
- VIII. Summarize what students have done in this unit and introduce subject of next unit.

*Each group should be given at least two different kinds of materials to evaluate.*

#### FOLLOW-UP ACTIVITIES

- I. Students tour area of school where occupational materials are kept.

*It is important for students to find out what kinds of materials are available and how to gain access to them. Groups should be small so that all students can have a chance to see what is being shown and to ask questions. The person conducting the tour should use at least one occupation as an example and locate all information available on it.*

## OBJECTIVES

1. To review the steps in the process of choosing an occupation, noting particularly the ones that students will be completing in this unit.
2. To review the major sources of occupational information.
3. To provide students with some pointers on collecting information.
4. To help students locate appropriate information on the occupations they are studying.
5. To describe two methods of evaluating and comparing occupational alternatives.
6. To discuss with each individual student the progress s/he has made toward choosing an occupation.
7. To help students identify the tasks they must still do before they can choose an occupation.
8. If students have chosen an occupation, to help them identify what they have to do in order to implement their decision.

**NOTE:** From the time that students begin to obtain information on their occupational alternatives, you will noticed marked differences in their readiness to make an occupational choice. Students who already had some alternatives in mind when they entered the program will often make a decision at this point. For many of them, the exercises they have recently completed give them the confidence they need to make their choices. Others are not ready to commit themselves yet. For example, some want to examine job opportunities. Some want to look at other occupational possibilities. Some want to make educational decisions first. Regardless of their stage of readiness, however, most students are looking for some individual counselling at this time. For this reason, it is suggested that you or one of your school's counsellors meet with each student and go over his/her progress with him/her.

## PREPARATION

None

## MATERIALS

None



## PROCEDURE

Large group presentation to prepare students for collecting occupational information; students obtain information; large group discussion on evaluating and comparing occupations; completion of Individual Project 1 by students; individual counselling sessions.

## GUIDELINES

- I. Review the steps in the process of choosing an occupation.
- II. Review major sources of occupational information.
- III. Provide students with some pointers on data collection.

## NOTES

*Students have learned about themselves. They have broadly explored available opportunities and selected the ones that most interest them. Now, they are going to collect information. When they have done this, they are going to evaluate and compare their alternatives to see if one is more suitable than the others.*

1. *If students find alternate titles for occupations, they should always write them down. They can be used to locate additional information.*
2. *Students should always record their sources of information. They may want to return to them later. It will also help them determine how much value they should place on a particular piece of information. Is it from a reliable source?*
3. *Students should collect the same information on each alternative. If they don't, they will find it difficult to compare and evaluate each one.*

## STUDENT ACTIVITIES

- I. Students collect information on their three alternatives.

*Your objective should be to simulate reality as closely as possible. Students should have to go out of the classroom to gather facts. They should be encouraged to consult as many differ-*

*ent sources as possible, including ones in their community.*

- II. Discuss what students are to do with their information:
  - A. Describe two methods for comparing and evaluating their alternatives.
  - B. Identify possible outcomes of this exercise.
- III. Have students complete Individual Project 1 -- Evaluating Your Alternatives.

#### **FOLLOW-UP ACTIVITIES**

- I. Individual sessions with each student.

*The objective should be to help them assess how far they have progressed toward choosing an occupation and what their next tasks are.*

## OBJECTIVES

1. To explore with students the advantages and disadvantages of the following five ways of preparing for entry into occupations: (1) attending university; (2) attending a community college or technical institute; (3) attending a vocational or private trades school; (4) enrolling in an apprenticeship program; and (5) taking on-the-job training.
2. To identify major sources of information on educational and training opportunities.

**NOTE:** It is quite possible that you will have to complete this unit earlier in the program. For example, some groups of students want to find out about educational and training opportunities when they are in the middle of their self-analysis. Some want information at the time they are searching for occupational alternatives. Some want to make educational decisions before they make occupational ones. You are in the best position to decide when it should be done.

You are also in the best position to decide what should be done here. For example, suppose that you have a group of students who are all planning to take post-secondary education at the university or college level. In this case, it would be worthwhile to have a session in which they consider the factors that are important in selecting an institution. It would also be worthwhile to spend some time explaining such things as semesters, credit hours, majors and honours programs, admissions tests and the like. You might even make arrangements for them to meet with personnel from local institutions.

Similar activities could be arranged for students planning to attend a vocational or private trades school. Students who are planning to enroll in an apprenticeship program or to take on-the-job training may have different needs. For one thing, they will need to be directed to different sources of information.

## PREPARATION

1. Locate materials on educational and training opportunities.
2. Make arrangements for five persons from the community who have used different ways of entering their occupations to appear on a panel.

## MATERIALS

Reference books on educational and training opportunities, calendars, brochures and the like.

## PROCEDURE

Large group presentation on ways people enter occupations; presentation by panel members, followed by question-and-answer session; large group discussion on sources of information on educational and training opportunities.

## GUIDELINES

## NOTES

- I. Introduction to purpose of this unit. *A good way to approach this topic is to give students a list of occupations and have them suggest ways in which workers may have entered them. It will be particularly useful if you choose occupations that have more than one entry route.*
- II. Introduction of panel members. *Prior to their arrival, some time should be spent in class discussing questions that students might ask.*
- III. Presentation by panel members. *Panel members should first identify their occupation and the entry route that were available to them. Then they should briefly describe the one they took. Later, panel members should be asked to discuss the advantages and disadvantages of the kind of education and training they took. For example, was it easy for them to get a job? Did it help them to advance quickly?*
- IV. Question and answer period.
- V. Discussion on sources of information on educational and training opportunities. *You could categorize them into "media" and "people" sources as you did with occupational information. Show students examples of some of the "media" sources and give them time to browse through them. This will probably lead to a discussion on how to link up educational options to occupational choices.*
- VI. Summarize unit and introduce topic of next one.



## SECTION 2 — JOB SEARCH

It is estimated that the majority of today's unhappy workers have simply drifted into their jobs. They have given little thought to what they want from work and what they are most capable of doing. This section of CREATING A CAREER is designed to encourage young people to choose their work instead of being chosen by it.

In Unit 1, students are asked to prepare a detailed inventory of their life's activities and to closely examine it. The purpose of this exercise is to help them determine the kind of work at which they would be most likely to succeed. It is also to help them determine the kind of work they would find most satisfying. We have found that this exercise enables students to realize that they do have something of value to offer to a prospective employer. It also helps them to realize that they do not want to accept just any job they can find.

Many students believe that jobs simply are not available. By having them examine the causes of job openings and statistics from the labour force in Unit 2, we attempt to dispel this myth.

Beginning with Unit 3, we look at the major methods of conducting a job search. In this unit, students are asked to examine classified advertisements from a variety of sources. Unit 4 looks at the services provided by public and private employment agencies and Unit 5

looks at the services provided by the school placement office. Here the major emphasis is on having students learn to use these services in an appropriate manner. In Unit 6, students identify persons who could help them in their job search. They also look at canvassing employers as one way of locating job openings. Throughout these four units, students are encouraged to use as many methods of job search as they can.

In teaching other job-search courses, we have found that many young people have little idea about what employers expect and, alternately, what they can reasonably expect to receive in return for working. Accordingly, we have included a separate unit on this subject and approach it by using case studies. Unit 7 also gives students a chance to assess their personal job traits and past performances in order to identify behaviours that might prevent them from getting a job.

Next, we tackle the task of investigating jobs and prospective employers, as well as matching one's qualifications to the requirements of jobs. In both Units 8 and 9, we stress the idea that students should not apply for jobs indiscriminately. They should apply for jobs for which they are qualified. They should also apply for jobs that appeal to them.

Units 10, 11 and 12 involve students in applying for jobs using a resume and accompanying letter, a separate letter of application,

and an employment application form. Unit 13, which is a slight departure from many job-search courses, has students applying for jobs by telephone. Today, increasing numbers of employers are requesting that this method be used by job applicants.

Throughout these units, you will find the same ideas repeated over and over again. The purpose of an application is to obtain an interview. Whether the person succeeds depends largely on how well s/he presents his/her qualifications. Thus, students are encouraged to take the time to analyze themselves and the job's requirements carefully, and to tailor their qualifications to the job's requirements. They are also encouraged to pay attention to details. For example, their letters of application and resumes should have a pleasing physical appearance. Their employment application forms should be neat, accurate and complete. Their conversations with "employers" should indicate that they know the rules of telephone etiquette.

Finally, Units 14 and 15 have students practising for interviews. In Unit 14, they role-play different stages of an interview and are evaluated by one of their classmates. In Unit 15, they make all of the necessary arrangements and actually go for an interview with a community employer.

Catherine V. Davison  
L. Glen Tippet





## OBJECTIVES

1. To discuss with students the purpose of studying themselves before beginning a job search.
2. To help students examine their backgrounds in order to determine the kind of work they are best qualified to do.
3. To assist students in identifying the kinds of jobs for which they might search.
4. To help students compile information on themselves in a Qualifications Sheet.

## PREPARATION

It will take several class sessions to complete this unit. It must be done thoroughly as the information is used in many other units throughout this part of the program. In order to be able to help students with their self-analyses, you should do one on your own background.

## MATERIALS

1. Looseleaf paper for self-analyses.
2. Copies of Volume 1, Canadian Classification and Dictionary of Occupations for class use.
3. Copies of Canadian Occupational Groups for class use.

## PROCEDURE

Large group presentation on the purpose of self-analysis and its uses in a job search; demonstration on how to do a self-analysis, followed by completion of Individual Projects 1 to 6 by students; large group activity in which students present the information they compiled in Project 6, and help one another identify jobs for which they might apply; completion of Individual Project 7.

## GUIDELINES

## NOTES

- I. Brief presentation on the purpose of doing a self-analysis

*Stress the fact that it is difficult to search for a job unless you know what you are qualified to do. By doing a thorough analysis of themselves, students will not waste time exploring the wrong job openings. They are also less likely to end up in jobs for which they are not suited.*

II. Demonstrate how to do a self-analysis

1. For each of the self-analysis tasks, have different students in the class give you an example of something they have done and thoroughly explore it.
2. Give students as much practice as possible in identifying skills before they begin their own analyses.
3. The importance of a written analysis should be stressed, but students should be encouraged to use short phrases and single words wherever possible.

III. Discuss uses of self-analysis information in different parts of a job search

Some uses include:

1. matching qualifications with job requirements when you locate an opening.
2. writing resumes and letters of application.
3. preparing for job interviews.
4. filling in employment application forms.

STUDENT ACTIVITIES

I. Have students complete Individual Projects 1 to 6.

1. The CCDO and COG may be useful to students in identifying tasks performed in previous jobs, as well as skills used.
2. Students should be encouraged to check their work on each project with you and their classmates. Those who complete the projects first should be assigned the task of helping others.

- II. Have students take turns describing the information they compiled in Project 6, and helping one another identify appropriate jobs for which they might search.
- III. Have students compile the information from their self-analyses into a Qualifications Sheet.
- IV. Summarize this unit and briefly introduce the subject of the next ones.

*Only do this activity if students want to share information on themselves with one another.*

*Stress the importance of keeping all self-analysis information and the Qualifications Sheet in their workbooks for future use.*

## OBJECTIVES

1. To demonstrate to students that job openings do exist by listing and discussing factors that cause vacancies.
2. To examine with students the statistics on job openings in their community.
3. To explore with students the possibility of creating their own jobs.

## PREPARATION

1. Arrange for someone from your Chamber of Commerce, Board of Trade, or Canada Manpower Centre to visit the class to discuss the local employment situation.
2. Locate articles about persons who are self-employed. Newspapers often carry items of this nature. Another good source is popular magazines.
3. Obtain statistical information on the local employment situation.

## MATERIALS

1. Statistical materials on employment trends.
2. Articles on persons who are self-employed.

## PROCEDURE

Large group presentation and discussion on employment trends and major causes of job openings; presentation by guest speaker, followed by a question and answer period; small group activity to explore the possibility of creating jobs, followed by class discussion.

## GUIDELINES

- I. Brief presentation and discussion on employment trends and major causes of job openings.

## NOTES

1. Statistics show that there are some job openings daily in every community. The number depends on the size of the working population. In general, about 4% of the jobs in any community are open each month.
2. These openings are usually filled within 5 days by persons whose qualifications and job search techniques place them before a prospective employer at a time when s/he has an opening.



3. The possibility of finding a job is greater in larger centres where the turn-over is greater, but naturally, more people are looking for jobs there.
4. The major causes of job openings are listed in Chapter Two, A Job Search Guide.

## II. Introduction of guest speaker.

S/he should be asked to describe the local occupations in which there presently are the greatest demands for workers, and the ones in which there will be high worker demand in future. S/he may also be able to provide information on the characteristics of the local labour force, e.g., sex, age, proportion working for others, proportion in goods- and service-producing industries, proportion in skilled trades, etc. The aim of this session should be to show students that job openings do exist.

## III. Presentation by guest speaker.

Prior to the arrival of the guest speaker, some time should be spent in class discussing questions that students might ask.

## IV. Question and answer period.

### STUDENT ACTIVITIES

- I. Divide the class into small groups and have students prepare themselves for a discussion on "How to Create Your Own Job".

Students should be encouraged to seek out people in the community who have created their own jobs and interview them. They should also look for articles in newspapers and magazines. This project should not just make students more aware of self-employment opportunities. It should also help them to identify more clearly the kind of job they want, regardless of whether they choose to work for themselves or for others.

## OBJECTIVES

1. To acquaint students with the major ways of locating a job vacancy.
2. To help students identify sources of classified advertisements.
3. To help students identify possible employment opportunities by interpreting advertisements and news reports of new projects, new government programs, industrial expansions, and other events which tend to create job openings.

## PREPARATION

1. Obtain sufficient copies of local and national daily newspapers for class use.
2. Obtain copies of employment bulletins from various sources such as the Public Service of Canada, the Provincial Civil Service, and the school placement office.
3. Obtain copies of various trade journals which contain classified advertisements and news events of possible significance for the job-seeker.

## MATERIALS

1. Local and national daily newspapers.
2. Employment bulletins.
3. Trade journals.

## PROCEDURE

Large group presentation and discussion of major ways of locating a job vacancy; presentation and discussion on sources of classified advertisements and how to respond to them; completion of Individual Projects 1 to 4 by students, followed by large group discussions of their answers; preparation of a "Jobs Ahead" bulletin board by students.

## GUIDELINES

## NOTES

- I. Brief presentation on major ways of locating a job vacancy.

*A good stimulus for this presentation would be to have students describe how they located and landed previous jobs they have held.*

- II. Presentation on sources of classified advertisements and how to respond to them. *Refer to Chapter Two, A Job Search Guide for suggestions.*
- III. Give students copies of newspapers, employment bulletins and trade journals, and assist them on the following: *Refer to Chapter Two, A Job Search Guide for information.*
1. Finding the advertising sections;
  2. Identifying how advertisements are grouped;
  3. Interpreting common abbreviations used in classified ads;
  4. Distinguishing between "open" and "blind" ads;
  5. Identifying main qualifications and requirements for making application for specific jobs;
  6. Finding references to any new building or industrial activity reported, and exploring the possibilities for employment.

#### STUDENT ACTIVITIES

- I. Have students complete Individual Projects 1 to 4 in their workbooks, and discuss their answers with other members of the class.
- II. Have students prepare a "Jobs Ahead" bulletin board on their community. *On it, they should post pictures, news reports, etc. clipped from newspapers and magazines, photos they may take of new plants under construction, and any other materials indicating local developments which may result in job openings. For each item, they should suggest possible jobs for which workers probably will be needed.*

OBJECTIVES	To familiarize students with the services provided to the job-seeker by public and private employment agencies.
PREPARATION	Arrange for a Canada Manpower counsellor to visit the class to describe the employment services and training programs that are available to the students as clients.
MATERIALS	None
PROCEDURE	Brief presentation and discussion on the nature of employment agencies and the services they provide to the job-seeker; presentation by Canada Manpower counsellor, followed by a question and answer period; class discussion for the purpose of producing a list of local private employment agencies and a series of standard questions to ask them about their services; small group activity to explore the services available through local agencies, followed by a presentation by each group to the class.

GUIDELINES

NOTES

- I. Presentation and discussion on the use of employment agencies in a job search.
- II. Introduction of Canada Manpower counsellor.
- III. Presentation by Canada Manpower counsellor.

*S/he should be asked to explain job counselling and placement services, programs of mobility, training-in-industry and on-the-job, and provide job and labour market information. S/he may also be able to provide information on such things as worker's benefits under the Unemployment Insurance Commission, provincial training programs and services of other employment agencies. The aim of this session should not be a general consideration of Manpower's training policies, but provision of specific information that will enable students to use CMC services appropriately to find employment.*



#### IV. Question and answer period.

*Prior to the arrival of the CMC counsellor, some time should be spent in class discussing questions that students might ask.*

#### STUDENT ACTIVITIES

- I. Have students make a list of the names, addresses and telephone numbers of private employment agencies in the community.

*This list may be obtained from the Classified Advertisements section of the newspaper, or from the Yellow Pages of the telephone book under "Employment Agencies" or "Management Consultants".*
- II. Have students prepare a standard list of questions to ask about the services of these agencies.

*For example, what types of jobs, if any, do they specialize in? Do they charge the client a fee for their services?*
- III. Divide the class into groups of two and assign each group the task of contacting one agency by telephone. One student should be responsible for making the call and obtaining the information; the other for reporting it to the rest of the class.

*Before students undertake this task, some time may have to be spent reviewing telephone etiquette.*

OBJECTIVES	To acquaint students with the services provided by the school placement office.
PREPARATION	<ol style="list-style-type: none"> <li>1. Make arrangements for someone from the school placement office to visit the class.</li> <li>2. Plan a schedule for small group visits to the school placement office.</li> </ol>
MATERIALS	None
PROCEDURE	Completion of the School Placement Office Awareness Survey, followed by discussion of the results; small group visits to the placement office.

**GUIDELINES**

**NOTES**

- I. Introduce representative from school placement office.
- II. Have students fill out Awareness Survey. Explain that its purpose is to learn what ideas students have about the placement office.
- III. Obtain a frequency count on how students answered each question. After each item count, provide any clarification which is needed and invite discussion.
- IV. Divide the class into small groups and arrange a schedule for groups to visit the placement office.
- V. Hold summary discussion on what students learned from their visit; briefly introduce subject of next unit.

*Use blackboard to record the frequency count and allow students to see the results. Make the count by having students raise their hands to show how each item was answered.*

*Introduce office personnel. Explain the procedures for making appointments. Show locations of educational and occupational information, and procedure for using the information. Conclude presentation by expressing an interest in being of assistance to them.*

OBJECTIVES

1. To help students prepare a list of persons to contact for assistance in their job search campaign.
2. To acquaint students with the job search method of canvassing employers for possible job openings.
3. To assist students in developing and evaluating oral descriptions of the kind of job(s) they are seeking.

PREPARATION

1. Obtain several telephone directories for student use on individual projects.
2. Make arrangements to have the school librarian available to assist students in locating trade journals, business directories, and other resources containing the names of prospective employers.

MATERIALS

1. Telephone directories.
2. Index cards.

PROCEDURE

Brief presentation and discussion on using personal contacts as a job search method, followed by an individual activity in which students make their own lists of personal contacts; presentation and discussion on methods of canvassing employers for job openings; completion of job prospect cards by students (this activity will involve going to the library to obtain information); small group sessions in which students practice describing orally the job(s) they are seeking and evaluate one another's performance.

GUIDELINES

- I. Presentation and discussion on the use of personal contacts in a job search campaign.
- II. Have students make a list of at least ten persons to whom it might be useful for them to tell that they are looking for a job.

NOTES

*Students should be able to generate the list of persons who would be useful to them. Emphasize the importance of contacting persons who, themselves, have jobs.*

*The form for completing this task is in the student workbook.*

- III. Presentation and discussion on canvassing employers as a job search method.

*Describe types of employers who would be the best ones for students to contact; discuss advantages and disadvantages of the three major ways of contacting employers; emphasize the importance of systematically recording any information obtained.*

#### STUDENT ACTIVITIES

- I. Using the resources of the library, have students locate the names and addresses of at least five employers whom they might contact regarding job vacancies, and record this information on Job Prospect Cards.
- II. Have students choose a partner and practice describing the kind of job(s) they are seeking to one another. The student who is listening to the description should evaluate the other one's performance.

*Distribute index cards for this task.*

*In order to effectively use the two job search methods described here, students should be able to give a description of the job(s) for which they feel they would be most suited. They should also be able to describe their qualifications for the job(s). A review of their self-analyses would be useful here.*

## OBJECTIVES

1. To explore with students the expectations an employer might have with respect to personal appearance, behaviour and job performance.
2. To assist students in assessing how well they can meet the expectations of most employers, and in making plans for self-development.
3. To explore with students the expectations they have of the work that they do.

## PREPARATION

(Optional) Make arrangements to have a local employer visit the class to discuss the expectations s/he has of employees. S/he also should be asked to describe how new employees are oriented to their jobs.

## MATERIALS

None

## PROCEDURE

Large group presentation on employer-employee expectations; completion of Individual Projects 1 to 3 by students, followed by group discussion of the responses to Project 3; small group work on Group Project 1, followed by large group discussion of responses to each case presented.

## GUIDELINES

## NOTES

- I. Large group presentation on employer-employee expectations.

*The following advantages of exploring personal and employer expectations should be pointed out:*

1. *Job-seekers can avoid wasting time applying for jobs for which they would be ill-suited.*
2. *Job-seekers can avoid wasting time applying for jobs in which they would be unhappy.*
3. *Exploring employer-employee expectations provides the basis for a later investigation of an employer and a job.*



## STUDENT ACTIVITIES

- I. Have students complete Individual Projects 1 to 3. Project 3 should be followed by a group discussion of factors related to job satisfaction.
- II. Select groups of 4 or 5 students to work together on the case studies presented in Group Project 1. When the groups have answered the questions related to each case, a large group discussion should be held to compare answers.

*Some students may wish to discuss their ratings on Personal Job Traits and Past Performances with you; they should be encouraged to do so.*

## OBJECTIVES

1. To assist students in formulating appropriate questions to ask when investigating a prospective employer and a job.
2. To help students determine the best sources of information for investigating a prospective employer and a job.
3. To prepare students for conducting an investigation of a job prospect.

## PREPARATION

1. Obtain copies of some of the media sources of information on prospective employers and jobs, such as city and other business directories, company reports, etc.
2. Review information on how to conduct a successful investigation. Most libraries will have books on this subject.

## MATERIALS

Business directories, company reports, etc.

## PROCEDURE

Large group presentation on the reasons for and methods of investigating employers and jobs; completion of Individual Projects 1 and 2, followed by a group discussion of students' responses; completion of Individual Project 3 out of class, followed by a group discussion of the results of the interview.

## GUIDELINES

## NOTES

- I. Brief presentation on reasons for and methods of investigating prospective employers and jobs.

*Here are some of the more important reasons for investigating job prospects:*

1. *Applicants who are knowledgeable about the employer's business and the work involved have an advantage over other job-seekers in an interview.*
2. *Job-seekers are more likely to find satisfying employment if they carefully study prospects.*
3. *Prior investigation of an employer and a job helps a new employee to adapt more readily to his assigned duties and surroundings.*

*In looking at information sources for investigating job prospects, point out the fact that present and past employees are often the best sources because their information is first-hand.*

#### STUDENT ACTIVITIES

- I. Have students complete Individual Projects 1 and 2. Follow up their work with a group discussion of their responses.

*Review good questioning techniques with students if required. Check the work of each student to ensure that they are developing questions that will provide them with the information they need.*

- II. Have students practice investigating a job prospect. If they have located an actual job in which they are interested, have them make arrangements to interview someone from that company. Otherwise, they may interview anyone who works.

*It would be useful to review some proper interviewing techniques before students do this task.*

#### FOLLOW-UP ACTIVITIES

- I. Discuss the results of the students' interviews. Have them evaluate the usefulness of their information in selecting jobs to apply for.
- II. Summarize the topic of this unit, and briefly introduce the subject of the next one.

## OBJECTIVES

1. To assist students in identifying the requirements of selected jobs.
2. To help students practice matching their qualifications to the requirements of selected jobs.
3. To assist students in identifying the benefits associated with selected jobs.
4. To review with students the steps in the decision-making process.

## PREPARATION

1. Collect examples of job openings that could be used to demonstrate how to go about matching qualifications to job requirements.
2. Review all of the work that students have done up to this point. This is the last unit in the section on "Preparing to Apply for a Job". It is important for students to understand how all of their projects fit together.

## PROCEDURE

Large group presentation on matching qualifications to job requirements, followed by completion of Individual Projects 1 to 4 by students; summary discussion on decision-making as it relates to making application for a job.

## GUIDELINES

- I. Presentation on how to match one's qualifications to the requirements of a job.

## NOTES

*Discussion should begin with a review of what students have done so far:*

1. *They have studied themselves.*
2. *They have located job openings.*
3. *They have obtained information on these openings.*

*Now they must choose the jobs for which they will make formal application:*

1. *They should choose jobs which are within their range of competence. In this way, they will have a better chance of getting and keeping a job.*

2. *They should choose a job which provides benefits that are closely associated with the returns they expect from working. In this way, they are more likely to enjoy satisfying employment.*

*Using a sample job opening, demonstrate how to match qualifications with the job requirements.*

#### STUDENT ACTIVITIES

- I. Have students complete Individual Projects 1 to 4 in their workbook.

#### FOLLOW-UP ACTIVITIES

- I. Discuss the steps in the decision-making process.

*Begin with the statement, "Some time ago you decided to look for a job. What have you done to ensure that you find the right job?" Students should be able to list the steps they have taken from that point.*

1. *They studied their qualifications and expectations from work (set conditions).*
2. *They located job openings and investigated them (explored alternatives).*
3. *They matched their qualifications to the job requirements (evaluated alternatives).*

*Now they must decide which jobs they will make application for, and make plans to implement this decision.*



## OBJECTIVES

1. To discuss with students the purpose of using a resume and cover letter in applying for a job.
2. To describe acceptable formats for presenting qualifications in a resume.
3. To describe the general organizational pattern of a cover letter.
4. To assist students in learning to distinguish between effective and ineffective written applications.
5. To help students tailor their qualifications to the requirements of a given job.
6. To help students prepare their own resumes and cover letters.

## PREPARATION

(Optional) Make arrangements for students to type their applications, or for someone else to do it for them. Students appear to be much more highly motivated to complete this unit when they know that the end result will be a usable product.

## MATERIALS

1. Lined looseleaf paper for doing draft copies of resumes and cover letters.
2. White bond 8-1/2" x 11" paper for final copies of resumes and letters.

## PROCEDURE

Large group presentation and discussion on the written two-part application; small group sessions in which students complete Group Projects 1 and 2 in their workbooks, followed by general class discussion; small group sessions in which students complete Group Project 3, followed by discussion; completion of Individual Projects 1 and 2 by students.

## GUIDELINES

## NOTES

- I. Presentation on how to prepare a written two-part application.

1. *Emphasize that the cover letter must interest the employer in reading the applicant's resume; the resume must show the employer that the applicant has the qualifications for the job or s/he will not obtain an interview.*

2. The resume is always written first.
3. Outline the parts of a complete resume and show how the information to be included in each part can be written up. Students have been instructed to assemble the information required for writing their resumes before coming to class. Have different ones volunteer to provide information on themselves to use in developing the different parts of the resume.
4. In discussing the cover letter, show students ways of capturing the employer's interest when you are applying for a known job vacancy and when you are inquiring about the possibility of an opening. Use examples from the resume you have developed above when you are showing them how to summarize their qualifications. Emphasize the importance of requesting an interview.
5. If your students are not familiar with the format of business letters, you should discuss standard letter parts and lay-out before they write their own cover letters. This information is provided in Chapter Nine, A Job Search Guide.

#### STUDENT ACTIVITIES

- I. Divide the class into small groups and assign them the task of making decisions about the effectiveness of certain cover letters and resumes (Group Projects 1 and 2 in their workbooks). Follow this activity with a large group discussion of their responses.

- II. Have students work in the same groups to complete Group Project 3 on tailoring applications. Again, hold a large group discussion on their responses.
- III. Have students prepare their own written two-part applications for the job of their choice.

*Emphasize the fact that one's qualifications rarely match the job's requirements perfectly, and some compromise probably will be required.*

- 1. Students should have their self-analyses, qualifications sheets and a description of the job for which they are applying with them.*
- 2. Check the resumes before students write their cover letters.*
- 3. Completion times on this project will vary considerably. Encourage students who finish first to help others in the class.*

## OBJECTIVES

1. To present students with situations in which it would be appropriate to submit an application letter that is complete in itself.
2. To discuss with students selected examples of effective and ineffective opening and closing paragraphs in letters of application.
3. To discuss with students the characteristics of good application letters.
4. To help students prepare application letters for the jobs of their choice.

## PREPARATION

Collect examples of advertised job openings for which a complete letter of application could be used in making application.

## MATERIALS

1. Job advertisement clippings.
2. Lined looseleaf for draft copies of letters.
3. White bond 8-1/2" x 11" paper for final copies.

## PROCEDURE

Large group presentation on the use of the complete letter of application and its general organizational pattern, followed by a discussion of the effectiveness of selected examples of opening and closing paragraphs; small group sessions in which students complete Group Project 3, followed by discussion; completion of Individual Project 1 by students.

## GUIDELINES

## NOTES

- I. Brief presentation on the use of the complete letter of application, and its general organizational pattern.

*A good stimulus for this presentation would be to present students with a number of advertisements and have them choose the ones to which they would respond using a complete application letter. As well as using the complete letter when the ad specifies that this is what you should do, it can be used appropriately in the following situations:*

1. *when you are applying for part-time work.*

2. when you have little formal work experience.
3. when you don't know whether an opening exists.
4. when you are applying for a job that does not require high levels of skill.

*Since students have already looked at application cover letters in detail, you should only need to review very briefly the basic organizational pattern. When you are looking at opening paragraphs, students can respond to Group Project 1; when you are examining closing paragraphs, students can complete Group Project 2.*

#### STUDENT ACTIVITIES

- I. Divide the class into small groups and have them complete Group Project 3. Follow this activity with a large group discussion of their responses to the questions asked.
- II. Have students prepare a complete letter of application for the job of their choice.

*Advertisements sometimes specify that applicants must reply in their own handwriting. One of the objectives of this project should be to produce a neat and legible handwritten application. When submitting a handwritten application, it is acceptable to include a typewritten copy as well.*



## OBJECTIVES

1. To help students complete employment application forms by interpreting abbreviations and filling in the necessary information legibly and correctly.
2. To assist students in preparing adequate answers to certain difficult questions which frequently appear on employment application forms.

## PREPARATION

1. Obtain copies of employment application forms for students to complete. One type should be for employment with a private company; the other, for government employment.
2. Obtain copies of the Manpower and Immigration Master Registration Form.

## MATERIALS

1. Class sets of application forms for a local private employer.
2. Class sets of application forms for one of the levels of government.
3. Class sets of the Manpower and Immigration Master Registration Form.

## PROCEDURE

Large group presentation on completing application forms; small group work on Group Project 1, followed by discussion; completion of three application forms by students.

## GUIDELINES

## NOTES

- I. Brief presentation on completing employment application forms.

*Basic principles discussed should include:*

- 1. importance of advance preparation.*
- 2. working through form methodically to avoid missing questions.*
- 3. neatness, legibility, accuracy.*
- 4. orienting qualifications to the job.*
- 5. concise and complete answers to "key" questions.*

## STUDENT ACTIVITIES

- I. Divide the class into small groups and have them complete Group Project 1. Follow this activity with a large group discussion on handling difficult questions.
- II. Have students complete their application forms for a private employer, government, and Canada Manpower.

*Before students begin this task, it would be helpful to discuss the different items on each form and show how to answer them correctly. If you are working with students who have had no experience in completing application forms, it is advisable to have them first complete the form in pencil.*

## OBJECTIVES

1. To describe and discuss how to apply for a job by telephone.
2. To review with students the basic rules of telephone etiquette.
3. To help students develop skill in contacting employers by telephone.

## PREPARATION

1. Prepare cassette recording of telephone interviews (script given at end of unit).
2. Have cassette audio-tape recorder scheduled for use.

## MATERIALS

Audio-tape, "Telephoning Employers".

## PROCEDURE

Large group presentation on telephoning employers, followed by completion of Group Projects 1 to 3 in which students listen to the audio-tape of three telephone interviews and answer Questions for Discussion; small group session in which students practice telephoning an employer about a job.

## GUIDELINES

- I. Brief presentation on telephoning prospective employers.

## NOTES

*Stress that the objective of the telephone call is to obtain a personal interview with the employer.*

*Major points of discussion might include:*

1. *Importance of advance preparation.*
2. *How to capture the employer's interest:*
  - a. *introducing oneself properly;*
  - b. *stating reason for calling;*
  - c. *briefly summarizing qualifications.*

3. Answering employer's questions quickly and concisely.
4. Requesting an interview.
5. Telephone courtesy.

#### STUDENT ACTIVITIES

- I. Have students listen to the three taped telephone interviews. After each one, discuss answers to the questions asked about them.
- II. Have students work in groups of three to practice telephoning a prospective employer. One person should be the job-seeker, another the employer, and another the observer and evaluator. Each group member should have at least one turn as a job-seeker.

*Students should be able to listen to these tapes on their own if they wish to do so. Some may want to hear them again before they practice making their own telephone calls.*

*Complete instructions for the role-plays are given in the student workbook. Students should sit back to back when they are role-playing. If extra tape recorders are available, it would be helpful to record the role-plays.*

SCRIPT 1 -- TELEPHONING AN EMPLOYER

Telephone Interview #1: Employer - Mr. Levine  
Applicant - Dave Sturgess

LEVINE: Good morning. Levine Western Shop.

STURGESS: Good morning. This is Dave Sturgess calling. May I speak with Mr. Levine, please?

LEVINE: Speaking.

STURGESS: Mr. Levine, I'm very interested in the sales position you advertised in last night's Evening Times.

LEVINE: Yes, Dave. Thanks for calling about it...Sorry, I didn't catch your last name.

STURGESS: It's Sturgess, sir. S-T-U-R-G-E-S-S.

LEVINE: Got it. Okay, Dave. Tell me a bit about yourself.

STURGESS: Well, I'm 22 years old, and I completed Grade 11 in 1970. When I left high school, I started working in labouring jobs, but I've found I like the retail business more. I worked for Eaton's in Toronto for a little over a year selling boys' clothing. That was good experience for my present job at Myers' Men's Wear here in Kenora.

LEVINE: Why did you leave Eaton's, Dave?

STURGESS: To tell the truth, Mr. Levine, I liked the job. But I hated living in the big city. I'm more of an outdoor person, and when I had a chance to move to Kenora, I jumped at it... You see, my hobbies are fishing, hunting and riding, so I was able to do more of that here.

LEVINE: I see. Tell me more. I'm interested.

STURGESS: Okay. Since starting at Myers', I've learned a great deal about clothing. And I've really improved my selling techniques. My boss recently complimented me on my sales volume, and my commissions have been good.

Say, you probably know my boss -- Marv Myers?

LEVINE: Oh sure. I know him very well.



STURGESS: Well, he knows I'm calling you about this job. And he said you could call him for a reference.

LEVINE: Fine. I may do that. But is there any particular reason why you're interested in this job, Dave?

STURGESS: Actually, there's more than one reason, Mr. Levine. I mentioned my hobbies earlier -- especially hunting and riding. I've met a lot of people at the stables in this area, and I know their tastes in clothing, boots and equipment. I feel that this could help me do a good job in serving your customers, and in helping out with the ordering.

The other reason is that I know you've recently expanded your store. And I'm very interested in the opportunity for advancement to management.

LEVINE: Is that where you want to go?

STURGESS: Yes...with training and experience. In my present job I've gained quite a lot of experience in things like ordering, selecting new merchandise, display, and so on.

I've been in your store a number of times, and I like the lay-out you have.

LEVINE: Well, thank you, Dave.

STURGESS: Mr. Levine, is there a time I could drop around to discuss the job and what you expect in a little more detail? Tomorrow is my day off.

LEVINE: Yes, I would like to meet you. Can you come in at about 10 a.m. tomorrow?

STURGESS: Certainly. I'll look forward to it...10 a.m. tomorrow, then. And Mr. Levine, thanks very much for taking the time to talk with me today.

LEVINE: My pleasure, Dave. See you tomorrow. Good-bye.

STURGESS: Good-bye, sir.

SCRIPT 2 -- TELEPHONING AN EMPLOYER

Telephone Interview #2: Receptionist  
Secretary - Sally Hays  
Employer - Mrs. Hart  
Applicant - Judy Cameron

RECEPTIONIST: Good morning. King's Contracting.

CAMERON: Good morning. May I have the Personnel Department, please?

RECEPTIONIST: One moment, please. I'll connect you.

(Pause)

SECRETARY: Personnel Department. Sally Hays speaking.

CAMERON: Good morning. May I speak with Mrs. Hart, please?

SECRETARY: I believe she's in. May I ask who's calling, please...and in what regard?

CAMERON: Certainly. My name's Judy Cameron. I'm interested in discussing the position which is open in your credit department.

SECRETARY: Thank you, Ms. Cameron. One moment, please.

(Pause)

MRS. HART: Brenda Hart here. Can I help you?

CAMERON: Hello, Mrs. Hart. One of your employees -- Gina Ross -- has told me about an opening for a bookkeeper in your credit department...From what she has told me, it sounds very interesting, and I believe I have the right training and experience to do a good job for you.

MRS. HART: We do have an opening. Tell me, are you working now?

CAMERON: Yes, I am. I'm a bookkeeper and payroll clerk for Hudson Sand and Gravel. But I've been taking night courses in finance and accounting. I just completed a course in credit and collections, which interested me very much. Now, I'd like to get some experience in the credit field.

MRS. HART: Very good. Could you come for an interview, Ms. Cameron?  
I'd like to meet you.

CAMERON: Certainly. I've arranged to take Wednesday morning off.  
Is there a convenient time for you that morning?

MRS. HART: Yes. How about 9:30? Could you be here by then?

CAMERON: That would be just fine, Mrs. Hart. Would you like  
me to bring a copy of my resume?

MRS. HART: We do have application forms, but...yes, I would like  
to see your resume, too.

CAMERON: I'll do that then. And I'll see you at 9:30 on  
Wednesday.

MRS. HART: Fine.

CAMERON: Thanks for giving me some of your time this morning,  
Mrs. Hart.

MRS. HART: You're most welcome. Bye for now.

CAMERON: Good-bye.

SCRIPT 3 -- TELEPHONING AN EMPLOYER

Telephone Interview #3: Employer - Jim Mathers  
Applicant - Corey Baker

MATHERS: Jim Mathers speaking.

BAKER: Hello, Mr. Mathers. My name's Corey Baker. We haven't actually met. But you recently spoke to my graduating class at Somerville Community College.

MATHERS: Right. I remember that well. I was very impressed with your class...What can I do for you today, Corey?

BAKER: I'll come right to the point, sir. Having just graduated, I'm looking for a job. For the past three years I've admired the work your company is doing...I really like the way you are opening people's eyes to Canada through your books...not only history, but also what's going on now -- in society, politics, economics. I'd like to be part of what you're doing, Mr. Mathers.

MATHERS: Well, Corey, it's gratifying to hear you say those things. Can you tell me something about yourself?

BAKER: Well, sir, I'm 20, single, and have no immediate plans for marriage. In business administration at Somerville, I majored in marketing and advertising...While there, I also worked as a reporter and advertising editor for Voice -- our student newspaper. As you know, we carried several ads for your books.

MATHERS: So you did...and I particularly liked the way your paper designed those ads for me.

BAKER: You know, Mr. Mathers, it's good to hear that. I made up all the ads myself last year.

MATHERS: Well, young man, you did a fine job. And you've got me interested.

BAKER: Thanks, Mr. Mathers. Now, I'd very much appreciate a chance to meet with you in person. Is there a convenient time for us to continue our conversation?

MATHERS: Hmmm...understand that I can't promise you anything Corey-- but I would like to meet you. How about having coffee with me this afternoon.

BAKER: I'd like that very much. May I bring along a portfolio of some of my advertising work? I've also got a couple of bookmark designs you might be interested in to publicize your newest books.

MATHERS: Sure. I'd like to see your work. Come in around 2:30.

BAKER: I'll be looking forward to it -- 2:30 this afternoon. Thanks, Mr. Mathers. I've really enjoyed talking to you.

MATHERS: Okay Corey. I've enjoyed it, too. See you later.

BAKER: Yes, sir. Bye for now.

MATHERS: Good-bye.



## OBJECTIVES

1. To provide students with some basic information about job interviews before they start practicing for them.
2. To emphasize the need for students to prepare for an interview.
3. To provide students with a model for a successful interview.

## PREPARATION

1. Arrange for an employer or the personnel manager of a local firm to visit the class to discuss the main errors made by job-seekers during employment interviews.
2. Prepare cassette recording of job interviews (script given at end of unit).
3. Schedule a cassette audio-tape recorder for class use.

## MATERIALS

Audio-tape, "Job Interviews".

## PROCEDURE

Presentation and discussion on how to prepare for a job interview; presentation by guest speaker, followed by a question and answer period; small group activity in which students develop a checklist for interview preparation, followed by a class discussion; students listen to the audio-tape of three job interviews, and answer Questions for Discussion for each one.

## GUIDELINES

- I. Brief presentation on how to prepare for a job interview.

## NOTES

*Major points of discussion include the following:*

1. *why we have job interviews.*
2. *who will be there.*
3. *what the employer will expect of the applicant.*
4. *what the applicant can expect of the prospective employer.*
5. *what the applicant should know:*
  - a. *about him/herself.*
  - b. *about the company and job requirements.*

6. what the applicant should do:
  - a. write down questions.
  - b. rehearse answers.
  - c. check personal appearance.
  - d. check details about interview.

II. Introduction of guest speaker.

III. Presentation by guest speaker.

*S/he should be asked to describe the most common errors made by job applicants during interviews. S/he may also be asked to describe errors that people make in applying for jobs, e.g., on application forms. If this person works for a company that administers pre-employment tests, some explanation about their purpose and tips on how to take them would be most valuable.*

IV. Question and answer period.

*Prior to the arrival of the guest speaker, some time should be spent in class discussing questions that students might ask.*

#### STUDENT ACTIVITIES

- I. Divide the class into small groups and have students prepare an account of how they would get ready for an interview and what they would take with them. One student from each group should be responsible for reporting the results of this activity to the rest of the class.
- II. Have students listen to the audio-tape, "Job Interviews". After each interview, have them answer the Questions for Discussion listed in Individual Project 1.

*This tape should be available for students to listen to again if they so desire.*

SCRIPT 1 - JOB INTERVIEWS

Interview #1: Employer - Stan Phillips  
Applicant - Charles Reade

Knock

PHILLIPS: Come in.

READE: Good afternoon, sir, my name is Charles Reade, I'd like to apply for your night supervisory position.

PHILLIPS: Hello, Charles. I'm Stan Phillips. Have a seat.

READE: How do you do, Mr. Phillips. Thank you.

PHILLIPS: Um. Where did you learn about our job opening?

READE: I read about it in the Want Ad column in the newspaper. I have a pretty fair idea what it's about, but I'd like to hear a little more.

PHILLIPS: Well, just briefly, we're looking for a man who can take over the night shift, - that would be twelve to eight a.m., and supervise the staff as well as the cooking preparation of the pizzas, also someone who can look after the cash receipts and keep a record. Now perhaps you can tell me a little bit about yourself. How far have you gone in school?

READE: I have currently completed my grade eleven at high school in the neighbourhood here. I think I would like to work ahead and maybe complete my grade twelve through correspondence or something if I can find a job.

PHILLIPS: Have you held any other jobs while you were going to school?

READE: Yes, I have. I was a newspaper delivery boy for seven years and fairly recently I've been working on Saturdays delivering for a neighbourhood grocery store.

PHILLIPS: What sort of duties did your delivery job entail?

READE: Well, I had to meet with a lot of people, a lot of customers and the public and be outdoors running from place to place delivering, especially the grocery delivering on Saturdays. And I had to handle the cash from those deliveries, and as a newspaper boy, I had to do my weekly collections of the cash.

PHILLIPS: I see, excellent. Perhaps you can tell me what you liked best about this last job which you held.

READE: At the grocery store delivery job?

PHILLIPS: Yes.

READE: I really enjoyed being out meeting people, and carrying groceries into the kitchen and having a few words with the housewife, and asking how things were going but what I didn't like most of all was being outside, rain or shine. I was there with the groceries in cold and hot and wind and so I didn't like the outside part of the work, but I enjoyed the customer relations and handling the cash and those parts of it.

PHILLIPS: I see. Tell me, what do you do in your spare time, Charles?

READE: Well, I live at home with my parents and I spend a lot of my time sort of alone in my bedroom reading and I watch some TV and I go out now and again and I have a few hobbies, too. I have a microscope that I like to play with and things like that.

PHILLIPS: So you keep yourself quite busy when you're not studying or working?

READE: Yes, I do.

PHILLIPS: Do you have any particular questions about the job that you are applying for? Perhaps something that wasn't in the newspaper advertisement?

READE: Well, Mr. Phillips, I'd like to maybe find out a little bit about the remuneration that's involved.

PHILLIPS: Well, the starting salary is \$85.00 a week, and that would be open to revision after a three-month trial period.

READE: I see. I see. That sounds fair.

PHILLIPS: Have you ever done any cooking, Charles? Are you interested at all in cooking?

READE: Well, the only occasion that I have ever had to prepare food is my own breakfast now and again and I have to admit that when that is the case, it usually comes down to orange juice and coffee.

PHILLIPS: (Laughter) Yes, I'm about the same when my wife leaves me to get my own meals. I asked that, however, because part of the duties would be for the supervisor to learn to oversee the preparation and the cooking of pizzas.

READE: Well, sir, as a matter of fact, I dropped in here last night about 3 o'clock and I watched the man that you have now as night supervisor and sort of got the feel of the place and saw what he did for a while and it looks like something that I could enjoy.

PHILLIPS: I'm very pleased to hear that. Um, well, thank you very much for coming and speaking to me, Charles. Please leave your phone number with my secretary on your way out, and I will be in touch with you before the end of the week.

READE: Well, thank you very much, Mr. Phillips, it was nice meeting you.

PHILLIPS: Good-bye now.

READE: Good-bye.



SCRIPT 2 - JOB INTERVIEWS

Interview #2: Employer - Stan Phillips  
Applicant - Walter Harrison

PHILLIPS: Come in! I'm Stan Phillips.

HARRISON: Hi, I'm Wally Harrison.

PHILLIPS: Hellow Wally, have a seat please.

HARRISON: Thank you.

PHILLIPS: What can I do for you?

HARRISON: I saw your advertisement in the paper about the job and I was kind of interested in it.

PHILLIPS: Oh yes, I see. Well, perhaps I could describe a bit of the job to you. We're looking for a supervisor, someone for our night shift, to take over from 12 to 8 a.m. We require someone to direct and supervise the work of two helpers. These two personnel prepare the pizzas, bake them, box them and we also require someone who would be responsible for the cash receipts, for the cash coming in from the customers as well as from delivery boys and general supervisory duties around the kitchen and shop. Does this sound like the sort of work you'd be interested in?

HARRISON: Yes, yes.

PHILLIPS: Perhaps you could tell me something about yourself.

HARRISON: I, I used to work at a hamburger place after school, cooking hamburgers and hot dogs.

PHILLIPS: I see, you have had work previously.

HARRISON: Yes.

PHILLIPS: That was not the sort of thing you wanted to get into?

HARRISON: No, it was only part-time.

PHILLIPS: Oh, that was on a part-time basis. Have you ever held a full-time job?

HARRISON: No, I haven't. That's what I'm looking for now.

PHILLIPS: I see. How far have you gone in school Wally?

HARRISON: I got my grade eleven.

PHILLIPS: Un huh. How do you spend your spare time?

HARRISON: I sometimes assist the cub pack leader and I collect stamps and that's about it.

PHILLIPS: I see. Tell me, when you were working at the hamburger stand, what did you enjoy about your job there?

HARRISON: I just enjoyed it.

PHILLIPS: Enjoyed the whole job. There wasn't anything in particular that you enjoyed about it?

HARRISON: No.

PHILLIPS: Perhaps you could tell me what you disliked about your previous job.

HARRISON: Just part-time. I didn't like the part-time.

PHILLIPS: I see. Tell me, Wally, have you had any experience in dealing with the public on the telephone?

HARRISON: No, not that much. A little bit. A little bit when I was in that hot dog stand, but not that much.

PHILLIPS: I see. Are there any particular questions that you'd like to ask me concerning this job?

HARRISON: Well, yeah, maybe. The wages?

PHILLIPS: Right, well, the starting salary is \$85.00 a week.

HARRISON: Okay.

PHILLIPS: Well, thank you for dropping around, Wally, and speaking to me. I'll be having other interviews during the course of the week and before the end of the week, I'll be in touch with you to let you know whether or not the job is yours. Oh, by the way, please leave your name and telephone number with my secretary on your way out. Good-bye now.

SCRIPT 3 - JOB INTERVIEWS

Interview #3: Employer - Stan Phillips  
Applicant - Bonnar Smith

SMITH: Say, are you the guy for the job interviews?

PHILLIPS: What? Yes, yes, this is the place. I'm Stan Phillips.

SMITH: I hope I haven't blown this interview. I know I'm late, but I had to drive 40 miles an hour across town just to get here as it is.

PHILLIPS: I see, and how did you learn about this job opening?

SMITH: My brother saw the ad in the paper. He phoned you about it.

PHILLIPS: Yes. You're the chap whose brother made the appointment. What is your name?

SMITH: Bonnar Smith. Most people call me Bongo, though.

PHILLIPS: Fine. Have a seat, Mr. Smith.

SMITH: Yeah, thanks. Thanks. You know, as soon as my brother told me he had phoned about this job, I said to him, "I know I'm the guy for it!" I am the guy for the job - - there's no question about it! I've had quite a bit of experience with this stuff.

PHILLIPS: Un, you have worked previously, then.

SMITH: Well, I haven't worked in a pizza place, mind you, but I used to hang around ... this chum of mine worked in a pizza place and I used to hang around, so I know all about that dough, filling and baking, even the Boston stuff. I could do that damn stuff with my eyes closed.

PHILLIPS: What sort of jobs have you had, Bongo?

SMITH: Well, yeah jobs, no trouble there either. In the past six months, I've had three of them. I was a truck loader, theater usher, take out in a doughnut shop -- similar type of job to this, you know.

PHILLIPS: Surely, surely. Tell me how far have you gone in school?

SMITH: Well, I'm grade eleven.

PHILLIPS: Any ambitions for continuing your education?

SMITH: Well, yeah, yeah, but I'd like to get a permanent job, you know. I'd like to keep this, if this job pans out, I'd like to keep it.

PHILLIPS: Uh huh.

SMITH: I didn't like those old jobs I had. Gee, I'm telling you, I got so sick of people ordering me around in those things. In this job, I'd be my own boss and that's something I want. I'm sick of all that stuff.

PHILLIPS: Yes, well, we are looking for somebody with the qualities to supervise.

SMITH: Oh, to supervise, I can do that, too. No trouble. I'm the guy you want.

PHILLIPS: Have you had any experience in your other jobs with handling staff, or handling cash receipts?

SMITH: Oh, yeah, I've handled a lot of stuff. Heh, what kind, what, that reminds me, what kind of customers do you get here, especially late at night?

PHILLIPS: Well, we cater mainly to the apartment dwellers.

SMITH: Pardon me, you got a match?

PHILLIPS: A match? No, no, I'm sorry I don't smoke.

SMITH: Oh.

PHILLIPS: As I was saying, we cater mostly to the apartment dwellers.

SMITH: Aw, it doesn't matter anyway, because no matter what riff raff you're going to get in here at night, I'm the guy that can bounce them out. Old Bongo!

PHILLIPS: Yes, well, this has been very interesting, un Bongo. Please leave your name and telephone number with my secretary outside and someone will be in touch with you later in the week.

SMITH: Uh, well, when are they going to let me know?

PHILLIPS: Well, before Friday.

SMITH: Before Friday, you're sure, eh?

PHILLIPS: Yes, somebody will definitely be calling you before Friday.

SMITH:           Okay, thanks a lot.

PHILLIPS:       Good-bye now.



## OBJECTIVES

1. To discuss with students the basic rules and situations that are common to most interviews.
2. To assist students in developing proper interview techniques through given role-play situations.
3. To describe effective procedures for following up a job interview.
4. To help students prepare letters of thanks to their interviewers.

## PREPARATION

1. (Optional). If your school has videotape equipment, schedule a recorder for class use in practicing job interviews. Several cassette recorders would also be useful to have available for recording interviews.
2. Make arrangements for local employers, CMC counsellors, or other personnel in your school to interview your students for the jobs of their choice. These persons should have copies of students' job descriptions and resumes prior to the actual interview.

## MATERIALS

1. Students' resumes and job descriptions.
2. Lined looseleaf paper for drafts of letters.
3. White 8-1/2" x 11" bond paper for final copies.
4. Business envelopes.

## PROCEDURE

Large group presentation and discussion on interview conduct; completion of job interview role-plays by students working in groups of three; simulated job interviews with employers, followed by summary class discussions; large group presentation on how to follow up an interview, followed by an individual activity in which students write thank-you letters to their interviewers.

## GUIDELINES

- I. Brief presentation on interview conduct.

## NOTES

*Interview conduct is completely described in Chapter Twelve, A Job Search Guide. The best way to approach this topic is to take students through each of the four stages of a job interview.*

- II. Presentation on how to follow up a job interview.

*Major points of discussion include:*

- 1. Filling in job prospect cards and making notes.*
- 2. Contacting the employer.*
- 3. Evaluating your performance.*

*NOTE: This topic should not be covered until students have completed their simulated job interviews with employers.*

#### STUDENT ACTIVITIES

- I. Divide the class into groups of three. Have students practice the job interview role-plays that are described in Group Project 1.
- II. Have students make appointments with their respective interviewers and complete their simulations. When they return to class, a summary discussion of their experiences should be held.

*For each of the role-plays, one student will always be assuming the role of evaluator. However, it is very important for you to observe at least one role-play with each student in the job-seeker's role.*

*Be certain to impress upon cooperating interviewers that this is a training session, and any feedback they can give the students about their performances would be appreciated.*

*Before students go for their interviews, check to see that they have their evaluation checklists with them.*

#### FOLLOW-UP ACTIVITIES

- I. Have students prepare letters of thanks to their interviewers.



## APPENDIX A

### ORGANIZING FOR INSTRUCTION

CREATING A CAREER has been designed as a group instructional program for approximately 15 students. Depending on resources available, optional activities included and students' abilities, class time to complete it can range from 50 to 100 hours. Because most activities are not very lengthy, the program will work within a variety of scheduling systems.

The classroom in which CREATING A CAREER is conducted should be large enough to accommodate a variety of large and small group, as well as individual activities. It should be equipped with movable tables and chairs, a chalkboard or flip chart, shelving for instructional materials and a large bulletin board. Audio-visual equipment is not essential, but cassette recorders and a videotape recorder would be useful in the job search part of the program. These two pieces of equipment could also be used to record presentations by resource persons. In many cases, these recordings would be a valuable addition to your school's supply of occupational information.

A certain amount of preparation is required to implement this program. First, the materials should be acquired. These include workbooks for each student, copies of the two textbooks for each student, and the occupational exploration kit. As well, certain support materials are needed. Appendix B provides a complete list including addresses for ordering. If your school already has these materials, do not order duplicates just for use in this program. One of the objectives of CREATING A CAREER is to provide an experience similar to the one students will face when they leave the program. Therefore, it is recommended that they go directly to sources of information rather than having them brought into the classroom.

If no one in your school or college is authorized to administer the General Aptitude Test Battery (GATB), arrangements should be made in advance of the program for students to be tested by someone else. All Canada Manpower Centres have persons who are qualified to administer the GATB.

Resource persons who will be asked to participate in the earlier parts of the program should be contacted ahead of time. Directions on what they should be asked to do are given within different units of the program.

An important part of getting ready to conduct CREATING A CAREER is your own personal preparation. If possible, you should attend an instructor training workshop and/or spend some time observing the program in operation elsewhere. But there are a number of other things you must do as well. You must read the entire program including your manual, the student's workbook and the two textbooks. If you have not had experience in using the Canadian Classification and Dictionary of Occupations, Volumes 1 and 2, you must spend time familiarizing yourself with its structure, format and contents. You must practise using the Exploring Occupations Kit until you are con-

fidient in your ability to demonstrate how it works to students. If you have not used many of the techniques employed in this program, you should read up on them in books dealing with teaching in groups. For this purpose, an excellent resource is 40 Ways to Teach in Groups by Martha M. Leypoldt (Valley Forge, Pa.: The Judson Press, 1967).

Finally, before you begin the program, you should conduct a short workshop for other instructors in your school or college. Because students are expected to go outside of the classroom to complete many of their projects, it is very important for others to be familiar with what is going on. If the program is being conducted with younger people, it would be beneficial to hold a similar workshop for parents.



## APPENDIX B

### PROGRAM SUPPORT MATERIALS

Minimum  
of 2  
copies

Canadian Classification and Dictionary of Occupations.  
Volume 1 - Classification and Definitions. (Ottawa:  
Department of Manpower and Immigration, 1971).

Price: \$20.00

Available from: Information Canada  
Ottawa, Ontario K1A 0S9

Minimum  
of 2  
copies

Canadian Classification and Dictionary of Occupations.  
Volume 2 - Occupational Qualifications Requirements.  
(Ottawa: Department of Manpower and Immigration, 1971).

Price: \$20.00

Available from: Information Canada  
Ottawa, Ontario K1A 0S9

1 set

Guidance Centre Occupational Information Monographs.  
(Toronto: Guidance Centre, University of Toronto).

Price: \$54.50 for full series; subscription available  
for additions and revisions.

Available from: Guidance Centre  
University of Toronto  
1000 Yonge Street  
Toronto, Ontario

1 set as  
available

Careers Canada. (Ottawa: Occupational and Career Analysis  
and Development Branch, Department of Manpower and Immigra-  
tion).

This series of bound booklets describes occupations which  
are similar in nature (e.g., Careers Canada - Careers in  
Construction).

Price: \$1.00 each

For further information on availability and ordering,  
contact: Publications Services Section  
Occupational and Career Analysis and  
Development Branch  
Department of Manpower and Immigration  
305 Rideau Street  
Ottawa, Ontario K1A 0J9

1 set as  
available

Careers Provinces. (Ottawa: Occupational and Career  
Analysis and Development Branch, Department of Manpower  
and Immigration).

These pamphlets describe current employment opportunities,  
salary structures, etc. peculiar to a geographic area, and  
other information on specific occupations.

Distributed at no cost to schools and colleges.

For further information on availability and ordering,  
contact: Publications Services Section  
Occupational and Career Analysis and Development  
Branch  
Department of Manpower and Immigration  
305 Rideau Street  
Ottawa, Ontario K1A 0J9

1 set

Canadian Occupational Interest Inventory. (Ottawa:  
Department of Manpower and Immigration).

The set consists of:	Test booklet	Catalogue #E300
	Answer sheets	#E301
	Answer key	#E302
	Scale definition	
	sheet	#E303
	Profile sheet	#E304
	Glossary of Interest	
	Profiles	#E305

Distributed at no cost presently.

For further information on availability and ordering,  
contact: Counselling Services Directorate  
Department of Manpower and Immigration  
305 Rideau Street  
Ottawa, Ontario K1A 0J9

General Aptitude Test Battery (GATB)

GATB materials are available only to authorized users and  
are supplied to them at no cost.

For further information, contact: Client Services Directorate  
Department of Manpower and  
Immigration  
305 Rideau Street  
Ottawa, Ontario K1A 0J9

Minimum  
of 2  
copies

Canadian Occupational Groups. (Prince Albert: Training  
Research and Development Station, Department of Manpower  
and Immigration, 1973).

This is an abridged and edited version of the CCDO,  
Volume 2.

Price: \$7.95

Available from: Publications Satellite  
Information Canada  
Box 1565  
Prince Albert, Saskatchewan S6V 5T2

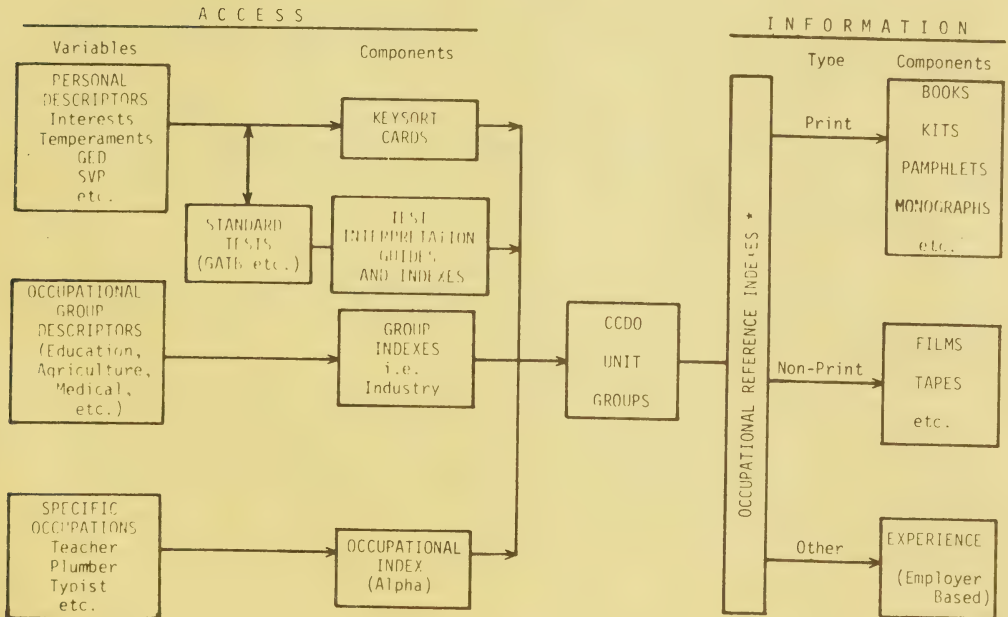


## APPENDIX C

### THE OCCUPATIONAL INFORMATION SYSTEM

Locating and using occupational information can be a frustrating experience, even when materials are available. What instructors need is a way of organizing materials in a systematic manner. What students need is a way of gaining access to these materials without having to read through thousands of monographs, brochures, etc. to find what they want. Both of these needs are accommodated by the occupational information system described here. The following chart shows the system as a whole:

### OCCUPATIONAL INFORMATION SYSTEM



The system is designed on the assumption that (1) there must be a systematic base or structure which is comprehensive enough to include all the required elements; (2) it must be open-ended to allow for additional information to be added, and it must have the capacity to include all types of media and experience; (3) it must facilitate access to the main variables of personal characteristics, occupational group descriptors and specific occupations.



On these criteria, the basic structure used in the system is that of the Canadian Classification and Dictionary of Occupations (CCDO). In particular, the linkage unit between the access process and information is the CCDO Unit Group. Unit groups are relatively small and homogenous groups of occupations which are identified in the structure by a four-digit code. Further explanation of the classification can be found in the introductory pages of the CCDO, Volume 1. In addition, the structure has utility in determining access variables and occupational requirements through the Qualifications Profiles used in the CCDO, Volume 2. These form the basis of the self-assessment techniques.

The "access" side of the system provides the three routes. On the Personal Descriptors variables, access can be gained via interests, temperaments, aptitudes, physical activities, environmental conditions, education and training factors. Two types of components are employed here. One is standard tests which, with interpretation, can be mapped onto the CCDO unit groups. The other includes mechanical devices such as keysorts, access tables and computers. The personal descriptors route is most appropriate for those who wish to identify occupations with qualifications requirements suited to their own personal traits.

The Occupational Group Descriptors route enables identification of occupations in broad industries such as agriculture, medicine, education, etc. The Industry Index is included in Volume 1 of the CCDO and is also bound separately for ease of use. The Industry Index is the only group index available at this time.

The third route, through Specific Occupations, is for those who wish to explore an occupation by name or base title. They can access directly by the name through the Alphabetical Index. This index is found in Volume 1 of the CCDO and is also bound separately.

On the information side of the system, an occupational reference index is used to identify the book, kit, pamphlet, etc. which contains the information required. The index is based in the Unit Group structure by number and name, with available materials referenced to these numbers and names. Materials used are simply coded with the Unit Group number to be identified in the system.













